

**LIBRARY AND INFORMATION SERVICES  
IN SENIOR SECONDARY SCHOOLS:  
Problems and Prospects**

(Based on the study of Senior Secondary Schools in N.C.T. of Delhi)



Thesis submitted for the award of the Degree of

**Doctor of Philosophy (Ph. D.)**  
in  
**Library and Information Science**

under the supervision of

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**JHANSI**

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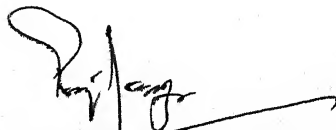
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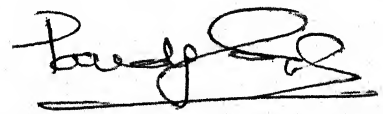
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**CERTIFICATE**

This is to certify that the work embodied in the thesis entitled **"LIBRARY AND INFORMATION SERVICES IN SENIOR SECONDARY SCHOOLS: Problems and Prospects (Based on the study of Senior Secondary Schools in N.C.T. of Delhi)"** is submitted by **Shri Sudershan Kumar Jain** for the award of the degree of Doctor of Philosophy (Ph. D.) in Library & Information Science. It is a record of the bonafide research work carried by him under our supervision and guidance. This work has not been submitted elsewhere for a degree/diploma in any form.

It is further certified that he has worked with us for the period required under the Ph.D. degree Ordinance-7 of the Bundelkhand University, Jhansi.

  
**Prof. M.T.M. Khan**  
Co-Guide

  
**Dr. Pandey S.K. Sharma**  
Principal Guide

### DECLARATION

I do hereby declare that the thesis entitled "**LIBRARY AND INFORMATION SERVICES IN SENIOR SECONDARY SCHOOLS: Problems and Prospects (Based on the study of Senior Secondary Schools in N.C.T. of Delhi)**" submitted to the Bundelkhand University, Jhansi, has not previously formed the basis for the award of any Degree, Diploma or other similar title or recognition. This work embodies the result of my original research and reflects an advancement in this area.



(SUDERSHAN KUMAR JAIN)

Date :  
Place : **Jhansi**

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**Sudershan Kumar Jain**

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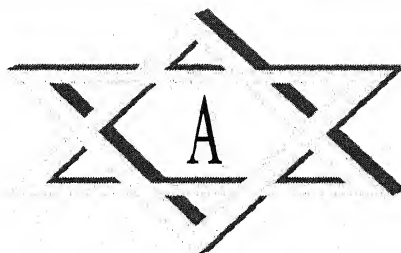
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# Chapter



## Introduction

- A.1 Topic and Problem.**
- A.2 Scope and Circumscription.**
- A.3 Need and Importance.**
- A.4 Aims and Objectives.**
- A.5 Literature Survey and Previous Attempts.**
- A.6 Methodology.**
- A.7 Minor Re-arrangement.**
- A.8 Testing of Hypotheses.**

# CHAPTER – A

## INTRODUCTION

### A.1. The Topic and Problem

The present Doctoral Dissertation is an endeavour to present a status report on **LIBRARY AND INFORMATION SERVICES IN SENIOR SCHOOLS IN N.C.T. OF DELHI** and to suggest ways and means for further improvement of libraries of these schools.

Secondary and Senior Secondary School education system in N.C.T. of Delhi is controlled, coordinated and monitored by a number of agencies such as:

#### 1.1 Government Schools

- (a) Delhi Administration's schools, controlled by Directorate of Education, Govt. of N.C.T. of Delhi.
- (b) N.D.M.C. Schools, controlled by New Delhi Municipal Corporation.
- (c) Central Schools, controlled by Kendriya Vidyalaya Sangathan.

(d) Navodaya Vidyalayas controlled by Navodaya Vidyalaya Sangathan.

1.2 **Private Schools**

- (a) Government Aided Schools funded by Directorate of education, Govt. of N.C.T. of Delhi.
- (b) Private Schools, affiliated to Central Board of Secondary Education (C.B.S.E.) and Council for Indian School Certificate Examinations (C.I.S.C.E.), controlled by different Management Committees, so called Public Schools.

A.2. **Scope and Circumscription**

As it is evident from the very topic, the present study has taken into fold the study and analysis of the existing Library and Information Services in the Government as well as Government-aided schools under the control of the Government of N.C.T. Delhi, with a view to ascertaining the problems being faced by these schools in rendering Library and Information services to their cliental i.e. Students, Teachers and Administrators. On the basis of the ascertained facts, ways and means for providing still

better library and information services to users of school library have been suggested.

Circumscription of the topic to Secondary and Senior Secondary School libraries in N.C.T. of Delhi has a couple of valid reasons. First, all these schools in Delhi have their own libraries under the provisions of Delhi School Education Act, 1973 and hence these schools have provided sufficient opportunity and ground for pursuing a research study worth the name. Secondly, the study, analysis and findings of the present research work are more or less, can equally be applicable to all such schools in the country as a whole.

### A.3. **Need and Importance**

In a system of education, students have to pursue a prescribed course for which they have to imbibe knowledge through their teachers, books and other reading materials. As a matter of fact, study of reading material is an integral part not only for learning by the students, but also for teaching by teachers. Libraries of the schools provide opportunity to the student and the teacher alike.

That all schools should have their own library worth the name – is not an utopian proposition, but is the need of the day. Innovations in school instruction have made great impact on education and many implications on school libraries. School library plays a significant role in converting the young boys and girls into a better citizen who are expected to play their respective roles in various fields, right from ploughing the lands to electing public representatives. These young boys and girls will be administering and implementing government policies at various stages and levels of bureaucracy, enhancing national capabilities in education, research, Science and Technology, Defence and so on. School education is the pillar on which is erected the castle of national development. It is, therefore, highly essential that our schools are equipped with proper library and information facilities so that young students develop proper reading habits and with self- study may inculcate the habit of self- sufficiency. If one of the essential functions of our education is to inculcate the habit of self-sufficiency among students, its practice should start from school library itself. The time has gone when students were supposed to be silent spectators and mute listeners to lectures in classrooms. Now, they are advised by the teachers and the parents alike to prepare their lessons and homework with the

help of the librarians and libraries. Students, after completing their school education will require to consult library facilities during their higher education also and therefore, again it is most important that necessary library infrastructure is provided so as to ensure that they develop reading habits at school stage itself. Here comes the role of school libraries to catch them young. It will not only be in the interest of students, but also in the interest of libraries and society at large. Those young students, who have been given proper library facilities in schools, will become vigorous and voracious advocates and patrons of libraries. Schools, aiming at providing quality education, pay greater attention to their libraries. Parry Committee, set up in U.K., very correctly pointed out as early as in 1921 that "the character and efficiency of a university can be gauged by its treatment of its central organ i.e. the library". This applies equally to schools.

The facts presented above would sufficiently justify the relevance of the present research work on school libraries, which are vital elements of education system and should be subjected to constant constructive study, observation, and research.

#### A.4. **Aims and Objectives**

Aims and objectives of the present research work may be enumerated as under:

- (i) To find out comparative trends of information gathering habits of senior secondary school students, teachers and administrators of school libraries.
- (ii) To find out habits of school teachers to satisfy the information need in support of their school curriculum.
- (iii) To find out the status of library and information services in Government and Govt. aided schools under the control of Government of N.C.T., Delhi.
- (iv) To find out the status of infrastructural facilities in school libraries in term of the four Bs: i.e. Brains (Staff), Building (Space), Budget (Finance), and Books (Collection).
- (v) To suggest measures for improved library facilities in school libraries.
- (vi) To present an analytical study of library- related policies and administrative orders of Government of N.C.T., Delhi and assess their effectiveness.



- (vii) To assist planners and administrators in developing functional libraries in schools.

A.5. **Literature Survey and Previous Attempts**

Extensive survey and search of literature was conducted by the present researcher, in order to find out earlier attempts if any, on the topic. The survey reflected that very meagre amount of literature is available on this topic, that too in articles form, published in foreign journals including in a few Indian journals. These contain stray thoughts and do not take into account a consolidated picture of problems and prospective of school libraries. As far as Doctoral works in this area is concerned, a still gloomy picture emerges. A peep into the "Bibliography of Doctoral Dissertations" (AIU) and scanning of the weekly issues of the University News (Published by Association of Indian Universities) brought to light only 2 completed and 1 in progress research work on school libraries. These are:

- i Daas, Kailash Chandra: Library facilities, information seeking and the development of curricular Library facilities, information activities in secondary schools with special reference to Ganjam District of Orissa.

Supervisor: Dr. M. Mahapatro (Utkal University).

(Completed)

- ii Suryavanshi, Neelima: मध्य प्रदेश के कन्या सैकेण्ड्री स्कूलों में अध्यापन एवं सामान्य ज्ञान की वृद्धि हेतु सूचना की आवश्यकता.

Supervisor: Dr. H.S. Senger (Gramodhya Vishwavidyalay). (Completed)

- iii Sunil Kumar, K.: An evaluation of school libraries in Kerala with special reference to library implications for plus two stages of school education. Supervisor: Prof. K.A. Issac (Kerala University). (In Progress)

The literature survey, thus, prominently revealed lack of interest among prospective researches on this immensely important area.

#### A.6 **Methodology**

Following methodology has been adopted in pursuance of the present research work:

(i) **Documentary sources**

The researcher undertook an extensive study and analysis of primary sources available in the field i.e. Original Books on school library's policy documents

published and adopted in the field at International, National (India) and State (N.C.T. of Delhi) levels.

(ii) **Sample Survey**

Sample surveys of school librarians, school students and school teachers were conducted with help of Questionnaires and interviews. The questionnaires circulated among three categories at Annexure-I, Annexure-II, and Annexure-III.

(iii) **Suggestions for improvement of Services**

On the basis of collection and analysis of facts and testing of hypotheses, viable suggestions and recommendations for the improved library services at school level have been presented in the relevant chapters in general and in Chapter-F captioned “ A Model of School Library” in particular.

A.7. **Minor Rearrangement**

While the research work under reference has been pursued in consonance with the Synopsis submitted by the researcher at the

time of registration (Synopsis is at Annexure-IV), in-depth study of subject during the course of preparation of this Doctoral dissertation necessitated some minor re-arrangement, and also coupling of two chapters together in order to maintain systematic flow of material at presentation stage, as explained below:

- i      Testing of Hypotheses was originally conceived in the Synopsis to form an independent chapter. It was, however, later found more appropriate to include it in chapter-A owing to the significance required to be attached to "Testing of Hypotheses".
  
- ii.    Preparation of "A Model of School Library" and description of "Operational Level" were originally conceived, in the Synopsis, to form two independent chapters. It was, however, later visualised that the two should be discussed in one chapter due to the fact that activities to be performed at various operational levels are inter-linked with preparation of "A Model of School Library". As a matter of fact, no model could be prepared in isolation of operational activities.

Accordingly, the present research study has been presented in six Chapters i.e. (Chapters A to F), suffixed by four (IV) Annexures and one Bibliography (of documents cited and consulted).

#### A.8 **Testing of Hypotheses**

Facts collected through questionnaires have been of great help in testing the hypotheses, which were developed while preparing the synopsis of this research work. These hypotheses, as were conceived while preparing the synopsis, are as under:

- i That the school particularly government school libraries in N.C.T. of Delhi are highly deficient in catering to the information needs of the teachers and students.
- ii That the use of school libraries by the students and teachers can be increased substantially, if factors detrimental to library use are eliminated.

- iii That the collection development policy in the government school libraries needs to be reviewed for increasing use of libraries.
- iv That the library staff's chagrin against the library-related policies also minimizes the efficiency of school libraries.

As far as the testing of hypotheses is concerned, the present researcher reports with great satisfaction that all the four hypotheses stood proved after analysis of the facts, collected through the three questionnaires, as indicated below:

**Hypothesis – I**    Deficiency of libraries in catering to the users' needs

All categories of users confirmed the inadequacy of their respective libraries in catering to their information needs. This has been explained in chapter-E and also through Pie-Charts/Graphs given therein.

**Hypothesis – II**    Library use will increase, if detrimental factors are eliminated

The survey revealed great enthusiasm among the users, students in particular, for use of the library. In no uncertain terms they reflected that due to many detrimental factors such as – lack of time and avenues for visiting the school library, lack of collection, inadequate infrastructure etc., they do not get enough time and opportunity to use the library. They emphatically indicated that if these barriers are removed and detrimental factor are eliminated, they will love to use the library more frequently and purposefully.

**Hypothesis – III**    Lack of Well-formulated Collection  
Development Policy

The survey also revealed that there is no well-formulated Collection Development Policy for school libraries. Normal practice is that the Directorate of Education, Govt. of N.C.T. of Delhi prepares and circulates a list of approved titles through Delhi Bureau of Text Books and all the schools are bound to purchase books for their libraries, out of this approved list only. The users were found to be greatly opposed to this type of arrangement. It may, therefore, be inferred that adoption of viable Collection Development Policy will increase the use of school libraries.

#### **Hypothesis – IV School Librarians' Chagrin**

Facts collected through librarians' survey reflected great deal of dissatisfaction among school librarians, and their morale was at low ebb. This is very dangerous for sustenance of library services. High staff-morale is the life-blood of a successful organization. Dissatisfaction of library staff relates to lack of promotion policy, irrational rules concerning stock verification and loss of books, non-availability of support staff such as assistant librarian and library attendant and so on. These facts validated this hypothesis also, as will be evident from the description in the Pie-Charts/Graphs presented in Chapter-E. The researcher has tried to perceive and tender viable recommendations in the respective chapters in these areas.

#### **A.9 Scheme of Chapters**

A comprehensive picture of "Changing Dimensions of School Education" with special reference to India, U.K. and U.S.A. has been presented in Chapter-B. India is one of the oldest civilizations with a kaleidoscopic variety and rich culture heritage.



The school education system is aimed at developing a thinking child: i.e. child who can conduct himself/herself properly in a democratic society and can contribute to the society's overall development including one's own development. Trends are not different in other countries either. In this chapter the historical and the present system of school education in the three countries have been presented in vivid details. The presentation revolves round important issues such as Educational Administration, Governance, Structure, Policies, Curricula, Examination and other related issues. These aspects have been discussed in still more details in respect of G.N.C.T. of Delhi.

Chapter-C deals with changing role of school libraries. Discussion in this chapter revolves round such issues as Change in School Education, Library Cooperation & Resource Sharing, Teaching – Learning Process & Libraries, Library as Instructional Material Development Centre, Pre-service training for school librarians, In-service training for school librarians, School libraries in N.C.T. of Delhi. The changes in school education and management of school libraries, which have been caused by knowledge explosion and information revolution which in turn, have changed the world into the proverbial global village. • The

changes have cast their impact on teaching methods as well as on management of school libraries. These aspects of school education and school libraries have been mainly discussed in this chapter.

Chapter-D is devoted to analysis of policies concerning school education. The analysis of policies framed in India, U.K. and U.S.A. in general and in N.C.T. Delhi in particular has been presented in this chapter.

The chapter starts with description of policies laid down by Secondary Education Commission, 1952; Education Commission, 1964-66; Committee of Members of Parliament, 1967; Central Advisory Board of Education (CABE); National Policy on Education, 1986; and National Policy on Education (Revised), 1992 in context of India. These policies form the foundation-stone of the educational policies laid down by different Indian states for their school education system. However, since this thesis related to Delhi to N.C.T. Delhi area, special treatment has been given to the description of "Delhi School Education Act, 1973". Together with these, salient features of Education Acts and Policies adopted in U.K. and U.S.A. have also been presented.

It may be pertinent to point out at this juncture that in Library & Information Science Terminology, it may be stated that for the purpose of this thesis, **Chapter-A** to **D** serve as discussion in idea-plane and **Chapter-E** onwards enter the verbal-plane. It is so because in **Chapter-A** to **D**, the topic of the thesis has been defined and developed in idea-plane with a view to examine and analyse in the rest of the chapters the facts ascertained from surveys.

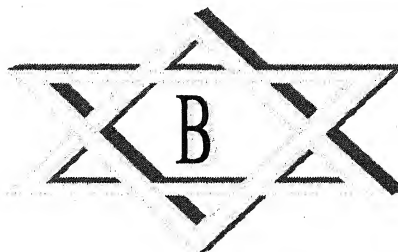
Chapter-E is devoted to description, analysis, and presentation of facts collected through three surveys, viz - 1 Survey of School Librarians, 2. Survey of School Students, 3. Survey of School Teachers. For a research work of this kind, surveys of these three categories are essential. The survey of school librarians is essentials because they are the managers of their respective libraries and study of their professional and humane qualifications, their pay and status, their feelings and expectations and their functioning and services must be studied and analysed if the library services are to be rendered upto the optimum satisfaction of the users. The students and teachers are the two major categories of library users. Their reading habits

and their expectations from the library must also be an essential component for research of the present type. Therefore, extensive surveys of these three categories were conducted. It might have been an added advantage to survey the school administrators and parents of school students. Though, this researcher interviewed a selected few administrators and parents (incidentally, who are not easily accessible and available for such interview), however, the researcher mainly concentrated on the survey of the users of the libraries. A few decades ago the library was considered to be the centre. But in modern time, the users are considered to be in the centre of all the libraries' activities and there is no gainsaying the fact that libraries are established for their users only. It is for this reason that ultimately the researcher concentrated on the survey of the users of the library.

The surveys were conducted through questionnaires and personal interviews of these three categories of users of school libraries. The copy of these three questionnaires, which were personally distributed and collected by the researcher, are given at Annexures I to III.

The researcher may humbly state that Chapter-F incorporating 'A Model of School Library' is the crux of the present doctoral dissertation. While data and information collected through documentary sources (by way of in-depth study of available reading material), and through Surveys (by way of questionnaires and personal interviews) have served as spade- work for the purpose of this thesis, Chapter-F, captioned "A Model of School Library" forms crux of the present doctoral dissertation. While preparing the Model, the researcher has first jotted down and described in systematic manner all the activities concerning library house-keeping activities and services, and then has prepared the Model, which is expected to serve as a guideline for running an ideal library and information centre in schools aiming at providing optimal library services to its users. All major aspects of library activities, such as library building, sitting capacity arrangement, acoustics, lighting, furniture, collection development including acquisition policy, budget, Library Advisory Committee, Personnel, School Library and Information Service System (SLISS) etc. have been taken into consideration.

# Chapter



## **CHANGING DIAMENTIONS OF** **SCHOOL EDUCATION.**

- B.1 School Education in India.**
- B.2 School Education in N.C.T. of Delhi.**
- B.3 Trend of School Education Abroad.**
  - B.3.1 School Education in U.K.**
  - B.3.2 School Education in U.S.A.**

B. **CHANGING DIMENSIONS OF SCHOOL EDUCATION**

Authorities responsible for the reorganisation and development of Secondary and Senior Secondary education in the country are trying to develop a thinking child - a child who can conduct himself properly in a democratic society and can participate in its activities. In other words a well-trained citizen should be the outcome of the aiming the child receives in the school. In this context it is the important that imparting right kind of education which includes social virtues and fosters intellectual development and practical skills in young boys and girls must be corner stone of any programme of secondary and senior secondary school education.

Level and standards of interest and general knowledge is getting deplorably poor in boys and girls of schools these days. Therefore, it is a matter of top priority for those who are responsible for education to promote the desire and habit of general reading amongst students. Establishing good and standard libraries in schools, and providing sincere and optimal library services to the school children may be one of the most effective and economical measures in this context.

## B.1 **SCHOOL EDUCATION IN INDIA**

### B.1.1 **BASIC FACTS ABOUT INDIA**

India is one of the oldest civilisations with a kaleidoscopic variety and rich cultural heritage. It has achieved multifaceted socio-economic progress during the last five decades of its independence. India has become self sufficient in agricultural production and now is tenth industrialised country in the world and sixth nation to have gone into outer space to conquer nature for the benefit of the people.

#### B.1.1.2 **Physical Features**

Country covers an area of 32,87,263 Sq. K. M. extending from the snow-covered Himalayan height to tropical rain forests of the south. As seventh largest country in the world, India is well marked off from the rest of Asia by mountains and the sea, which give the country a distinct geographical entity.



Lying entirely in the northern hemisphere, the mainland extends between latitudes 8.4' and 37.6 north, longitudes 68.7' and 97.25' east and measures about 3,214 km from north to south between the extreme latitudes and about 2,933 km. from east to west between the extreme longitudes. It has a land frontier of about 15,200 km. The total man land, Lakshadweep Islands and Andaman and Nicobar Islands is 7,516.6 km.

#### B.1.1.3 Population

India's population as on March 1991 stood at 846.30 Million (439.23 million males and 407.07 million females). This includes the projected population of 7.72 million of Jammu and Kashmir. The second largest populous country, India is home of 16 per cent of world's population. The country, however, accounts for 2.42 per cent of the total world area.

The ten heavily populated districts of the country are Calcutta, Madras, Greater Bombay, Hyderabad, Delhi, Chandigarh, Mahe, Howrah, Kanpur city and Banglore. All of them have density of above 2,000 persons per sq. Km. and 5.01 percent of the

country's population lives in these districts. The average density of these districts is 6,888. \*1

#### B.1.1.4 **Sex Ratio**

In any study of population, analysis of the sex composition plays a vital role. The sex composition of the population is affected by the differentials in the mortality conditions of males and female, sex selective migration and the sex ratio at birth.

In the Indian context, sex ratio of 950 and above can be considered as a favourable to females.

According to the 1991 census, the total population of India was 84,39,30,861. The proportion of rural population to total population was 76.69 percent and of urban population to total population 23.31 percent. Male-Female ratio is 1000:929. The average density of population per sq km. in 1991 was 267. It varied considerably from state to state, being as high as 747 in Kerala and as low as 57 in Sikkim and 10m Arunachal Pradesh.

In 1991, there were 43,75,97,929 males and 40,63,32,932 female. Thus for every 1000 males, India has 929 females, only Kerala has more women than men, that is 1040 per thousand

men. The lowest female ratio is in Andaman and Nicobar Islands, where it is 828 per thousand men. \*2

B.1.1.5 **Literacy**

For the purpose of Census, a person is deemed as literate if he or she can read and write any language with understanding. In the, 1991 census, the question on literacy was canvassed only for population aged 7 years and above, unlike earlier censuses which took into account population of 5 years and the above for this purpose.

The final results reveal that there has been an increase in literacy in the country. The literacy rate in the country (excluding Jammu & Kashmir) is 52.21 percent (64.13 percent male and 39.29 percent females). \*3

Table No.T-1

**Literacy Rate: 1951-1991**

<b>Year</b>	<b>Persons</b>	<b>Males</b>	<b>Females</b>
1951	16.06	24.09	7.09
1961	28.29	40.30	15.31
1971	29.48	39.52	18.70
1981	43.67 (41.42)	56.50 (53.45)	29.85 (28.46)
1991	52.21	64.13	39.29

\*4

India, a union of states, is a Sovereign Socialist Secular Democratic Republic with a parliamentary system of government. The republic is governed in terms of the constitution, which was adopted by the Constituent Assembly on 26th Nov. 1949 and came into force on 26th Jan. 1950.

The constitution, which envisages parliamentary form of government, is a federal in structure with unitary features. President of India is constitution head of executive of the Union. Article 74 (1) of the constitution provides that there shall be a Council of Ministers with the Prime Minister as head to aid and advise President who shall, in exercise of his functions, act in accordance with such advice. Real executive powers thus, vests in the Council of Ministers with the Prime Minister as head. The Council of Ministers is collectively responsible to the House of the People (Lok Sabha). Similarly, in states, Governor is head of executive, but it is the council of ministers with Chief Minister as head in whom real executive power vests. Council of Ministers of a state is collectively responsible to legislative assembly.

The constitution distributes legislative powers between Parliament and state legislatures and provides for vesting of residual powers in Parliament. Power to amend the constitution also vests in Parliament.

The Constitution has provision for independence of judiciary, Comptroller and Auditor-General, Public Service Commission and Chief Election Commissioner. \*5

#### B.1.2                      **Educational System in India**

##### B.1.2.1                    **Historical Prospective**

Four distinct periods of development can be marked in the history of Indian education i.e. Ancient, Mohammedans, British and Post-Independence periods. A singular feature of ancient Indian civilisation was that it has been moulded and shaped more by religious than by political and economic influence. Indian philosophy asserted that the goal of life was to achieve self-fulfilment, and not the acquisition of mere objective knowledge. Education's chief concern was the individual. It flourished in the intimate relation between the teacher and the pupil. They lived

with the teacher as a member of his family; he belonged to him and not to a school." Here the personal touch the living relationship between the pupil and teacher make education." \*6

Historically speaking, India is the country where the civilisation flourished as far back as 5000 B.C. However, the information being scanty on the subject, we can trace the well-marked educational system as far back as early Vedic civilisation. Rig Veda is considered one of the oldest books written in man's history. Education scriptures and darshan (philosophy) was taught orally from gurus (teachers) to chelas (students) in Ashrams situated in woods. Then came the Buddhists who preached theology and imparted other types of knowledge in there "monasteries" and "maths". Well-known universities like Takshila and Nalanda were established. The education mainly remained in the hands of the priestly class. However, scholars of great repute in the field of medicine, surgery, astronomy, darshan and theology were the product of that system. These used to be less emphasis on the education of the masses. These traditions continued upto 10th century A.D. \*7

The advent of Muslim in India in the 11th century brought in the system of education based on Maktabas and Madras mainly for religious purposes. Maktabas and Madrassas were places where Molvis imparted education of theological as well as secular character. This was however, limited to a handful of privileged people. Education of women was totally ignored.

However, the Hindu system of Education continued to prevail in Pathshalas and in temples.

#### B.1.2.2            **British influence**

The Wood's Despatch (1854) recommended the spread of education through indigenous institutions, establishment of universities, cultivation of the mother tongue and provision of vocational education was the landmark of British influence on Indian education which led ultimately to the promotion of modern education. The year 1937 saw the transfer of education to the control of popular ministries under provincial autonomy.

Education is an integral part of the country's development process and this has been accorded a high priority. Phenomenal expansion has taken place in the field of education since Independence.

The fourth Education Commission and the first to be appointed in the post-independence period, was the University Education Commission (1948-49) which reviewed the development of higher education in the country and made proposal for its future expansion and improvement. A similar function for secondary education was performed by the Secondary Education Commission (1952). Which was the fifth in the series. All the five Commissions looked at education in a compartmentalized fashion and moreover, no commission had ever been appointed for primary and adult education. There was a strong demand in the fifties and early sixties that Government of India should appoint an education commission to look at education as a whole, including primary and adult education. On this demand, Central government appointed the Education Commission, 1964-66 (under the chairmanship of prof. D.S. Kothari and this is



popularly known as Kothari Commission) at the initiative of Mr. M.C. Chhagla, the then Minister of Education who entrusted in with the taste of looking at the entire spectrum of education except medical and legal education. This is, therefore, the first Commission in our educational history to look comprehensively at almost all aspects of education. \*8

A Committee of Member of Parliament was appointed in 1967 to consider the recommendations made by the Commission. In 1968, the Government issued a policy statement on education, the first national policy statement on education formulated by the Government of independent India. It served as the basis for educational development so far until the recent efforts to formulate the educational policies of the country once again. This rethinking dates from 1977-78, and a draft policy document was issued in May 1979. However, before any effort towards its implementation could be made it was given up.

Central Advisory Board of Education (CABE) , based on Kothari Commission's recommendations adopted a resolution in its meeting held in November 1974 recommending the introduction

of the 10+2+3 pattern of education all over the country during the Fifth Plan period.

On January 5, 1985, the Prime Minister, Rajiv Gandhi in his broadcast to the nation promised a new education policy that would equip the country both scientifically and economically to enter the 21st century. Government to it, on 20th August, 1985, Education Minister, K.C. Pant presented a "Status Report" entitled "Challenge of Education-A policy perspective" to the parliament after a great deal of discussion, a National Policy on Education, 1986, popularly known as New Education Policy (NEP), was approved by the Parliament in May, 1986.

Prior to 1976, education was exclusively the responsibility of the states, the central government being concerned with certain areas like coordination and determination of standards in technical and higher education, etc. In 1976, through a constitutional amendment, education became the joint responsibility of the Central and State Governments.

Besides policy formulation, the Deptt. Of Education, Ministry of HRD shares with the states the responsibility for educational

planning. Till the sixth plan, education was taken to be a social service rather than an input in the development process. The emphasis has since changed whereby education is now considered pivotal in social and economic development of the country through, development of human resources.

This is reflected in the National Policy of Education (NPE), 1986 and in the budgetary allocation of resources. The Eight Plan outlay for education (Centre and States) at Rs. 19,599.7 crore is higher than the Seventh Plan expenditure of Rs. 7,633.1 crore by 2.6 times. There has also been an inter se shift in the allocation of resources within the education sector from higher education to elementary education. The outlay on elementary education in the Eight Plan is 45.6 percent compared to the expenditure 32.1 percent in the Sixth Plan and 37.5 percent in the Seventh Plan. The expenditure on higher education which was 21.4 percent in the Sixth Plan declined to 14.3 percent in the Seventh Plan. \*9

In the Directive Principles of State Policy it is envisaged under article 45 that the state shall endeavour to provide within a period of ten years from the commencement of the constitution

for free and compulsory education for all children until they complete the age of 14 years. This target has yet to be achieved.

Recapitulating the goals of education emphasised by the Indian Constitution by the Indian Constitution and enunciated from time to time, by thinkers, planners, policy makers and educationists, the New Education Policy 1986 which was revised in 1992 envisages the following aims of Indian Education System:

(i) Emphasis and the Socio-economic Well-being competence and Creativity of the individual. This encompasses:

(a) Physical, intellectual and aesthetic development of personality;  
(b) Inculcation of a scientific temper and democratic moral and spiritual values;

(c) Development of self-confidence to innovate and face unfamiliar situations;

(d) Creation of an awareness of the physical, social, technological, economic and cultural environment,

(e) Fostering a healthy attitude to dignity of labour and hard work;

(f) A commitment to principles of secularism and social justice;

- (g) Dedication to uphold the integrity, honour and foster the development of the country; and
- (h) Promotion of international understanding.

(ii) Development of knowledge and skill in various areas: In addition to developing the personal attributes listed above, education has to assume the responsibility for different subjects and for developing skills in the area of languages and communication also interest in hobbies, games and sports;

(iii) Development in knowledge and skill in Employment Opportunities: Education has to equip the pupils with competence, in term of knowledge and skills in various combinations at different levels of understanding, relating to the opportunities of employment in the context of a particular pattern and pace of Development;

(iv) Integration of individual into the social system: Education has to play an important role in integrating the individual into the social system. It is meant to inculcate suitable habits for health care, mental application, management of time and conservation of physical, mental and emotional energy;

(v) Education a means of equalising opportunities: Education can be the most effective means for equalising opportunities and reducing disparities between human beings. In a democratic society, it is considered a fundamental right of citizens. In the ultimate analysis therefore, the aim must be to enlarge the coverage and improve the quality of education in our institution so that a person, belonging to any religion, caste, creed, sex and economic strata, would have the opportunity of developing his or her potentials to the full;

(vi) Development of Sense of Right and Wrong: No law and order system can survive if educated people do not have respect for civic life or a sense of right and wrong. Democracy and civic life will degenerate beyond recognition if people do not understand the importance of tolerance and respect for viewpoints different from their own;

(vii) Development of Spirit of Adventure and Mass participation in various Programmes: The spirit of adventure and the confidence to innovate and take risk has to be instilled in the minds of young people. The priority programmes requiring mass acceptance and participation, energy conservation and population control, cannot make a real headway unless a programme for the improvement of

ecological conditions make the students aware, right from their formative years, of the close interdependence of their welfare with the outcome of these programmes.

It may be mentioned here that the goals of education listed above do not envisage the laying down of omnibus objectives for all levels of education on "a priori" basis. Adult education would have different goals from those for school and university education. In different age groups relevant to elementary, secondary, vocational and higher education, the need as well as capacity for acquiring knowledge and skills varies considerably. \*10

#### B.1.2.3

#### **Educational Administration**

India is a Union of States with a written constitution. According to the constitution, Central Government is solely responsible for the subjects mentioned in the Union List of the constitution. Similarly, the State Government are responsible for the subjects mentioned in the State List. There is also a concurrent list, which is the joint responsibility of Central and State Governments.

The system of educational administration of India follows by and large the constitutional provision. There are at present two level of control in the area of education i.e. Central Government and State Government. States have to accept full responsibility for all school education, and in some of the states, the local bodies have also been associated so that day-do-day administration of schools as possible. In the higher education, on the other hand, the states have to share the responsibilities with the universities, the University Grants Commission and the Government of India. In other words education is predominantly local body-state partnership and higher education is a centre-state partnership.

Education was placed in the Concurrent List by a constitution amendment in 1976. Prior to this Constitutional Amendment, the Central Government was directly responsible by virtue of entries in the Union List for several educational sectors including (a) Co-ordination and determination of standards in institutions for higher education and research and scientific and technical institution; (b) Union agencies and institutions for professional, vocational or technical training (c) promotion of special studies or research; and (d) Central universities and any other institutions declared by Parliament as institutions of national importance.



In discharging this constitutional responsibility, the Government at the centre and the state, have enacted legislation to govern the educational institutional and administer the programmes at various levels and in different fields. \*11

B.1.2.4

#### **General Structure of Education**

There were some variations in the structure of education in different states. The recommendation of Education Commission (1964-66) led to a resolution on the National Policy on Education, which aimed at providing a broadly uniform educational structure in all parts of the country, the 10+2+3 pattern. This consists of ten years of schooling, two years of higher secondary education (either in schools or colleges) and a three-year period of higher education for a first degree. All the States and Union Territories have now switched over to the new pattern. The school year varies in different parts of India but usually runs from April to March with brief breaks in October and December. Generally speaking, the number of working days is 200.

B.1.2.5

#### **Secondary/Sr. Secondary Education**

Secondary education begins to explore students to be differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. \*12

Secondary education covers a period of four years (standard IX to X and XI to XII) and caters to the 14 to 18 year old age bank.

In more of the states and union territories of India, classes IX and X constitute the secondary stage. In some states, the secondary stage consists of classes VIII to X. The school having classes IX to X are referred to as secondary or high schools. The secondary stage is followed by a stage called the higher/senior secondary stage of school education comprising classes XI and XII. The higher/senior secondary stage of two years is located in schools, colleges or both according to the condition prevailing in a state/U.T. In the case of states where the higher secondary stage is located in colleges, the stage is referred to as the intermediate or pre-university or pre-degree stage.

Various types of school leaving certificates are issued by the examination boards, including the secondary school leaving certificate, the senior secondary school leaving certificate. At the secondary level, there are distinctions with report to the curricula and standards between the schools in different states. These schools are affiliated either to the state education boards or to C.B.S.E. or to I.C.S.E.

#### B.1.2.5.1 **Curriculum**

In India there is a Board for secondary education in the each state with responsibility for devising curricula and prescribing textbooks for secondary and senior secondary classes. For the primary and middle stages, the responsibility rests mainly with the state education Departments.

#### B.1.2.5.2 **Examinations**

Examinations occupy a dominant position in India's educational system. Traditionally, what has mattered in the score obtained in

an examination rather than the quality of education, though it is believed that they are not necessarily related.

In all parts of the country, stages in the education system are divided into grades and classes. Promotion from one grade to the next depends on continuous pupils assessment through terminal tests, and invariably, an examination at the end of the school session. At the initial stages, examinations are flexible and are solely the internal concern of each school; but in the higher stages an external element in evaluation tends to increase, as do rigidities in the system. Certificates provided by the elementary school authorities are accepted for purposes of admission to secondary schools.

While examination of pupils at the end of grade 9 and 11 is the responsibility of schools, boards of secondary education conduct examinations at the end of the secondary (grade 10) and Senior Secondary (grade 12) stages. In setting question papers and practical tests in Science and certain other subjects, and in the checking of answer books, the boards take the helps of experienced school and university teachers. On the basis of the

performance of examinations, they award certificates, which are required for admission to Further Courses or for employment.

Education thinkers and specialists in evaluation and measurement have, for a long time, been concerned about the system of examination. Reform of the examination system has been a continuous endeavour since independence. The Central Examination Unit was established in 1958 (it merged with NCERT in 1961) and a programme of systematic reform was started. These reforms cover external examinations as well as school evaluation and include a scheme for the intensive training of the various personnel responsible for examinations. All boards of secondary education have adopted the reforms.

B.1.2.6      **National Council of Educational Research and Training**

The National Council of Educational Research and Training (NCERT) was established in September, 1961, in New Delhi as an autonomous body. Qualitative improvement and excellence in school, education and teacher education are some of its major objectives. The NCERT continued to coordinate and monitor

activities related to the UNICEF assisted projects in the education sector, the NPEP in 1993-94. They maintain effective liaison with state education authorities and state level institutions for providing academic inputs to school education system.

The NCERT develops curricula, syllabi and prepare textbooks for classes I-XII. The syllabi prepared by the NCERT form the basis for prescription of schemes of studies by Central Board of Secondary Education (CBSE) for the students of schools affiliated to the Board. The syllabi and textbooks so prepared by NCERT are given to state/union territory agencies for use in their schools after adoption/adaptation. It also develops instructional material for childhood education and training packages for teacher educators and supervisory personnel. It provides technical assistance for National Population Education Programmes designed to introduce population education in the formal education system. NCERT also provides its expertise to states/union territories. It also designs courses and material, generates software systems and sets up resource centres for computer literacy and studies in school project. The Council produce science kits for the use of school students. it prepares comprehensive guidelines for curriculum evaluation and school-industry linkages as well as for pre-service and in-service

education of teachers on vocationalisation of education. Training courses for the officials involved in the Integrated Education Programme for Disabled Children are also conducted.

B.1.2.7

#### **Non-Formal and Adult Education**

Adult education and non-formal education are rapidly emerging both as additional strategies and as alternate strategies for achieving the developmental goal of education for all. The most critical problem in Indian education is one of enlarging access to educational opportunities for a various socio-economic and cultural groups. The disadvantages are numerous; the task of developing outreach capacities in the education system to enrol all in the first instance and to retain all in the long term appears to be most insuring mountable. The history of Indian education in the post independence period is considerably coloured by a growing realisation that Education for All cannot materialise in the context of limited methodologies. The growth of adult education and non-formal education in India both as a realisation and to developmental strategy continues to assume importance largely on account of the centrality of the Indian learner in which

knowledge dominated systems tended to blind us to the vast diversity of the learner. \*13

The social demand since independence has been mainly for formal and institutional education. Non-formal education is relatively an undeveloped sector. The non-formal education channel is being developed as a system complementary to the formal one. The programme envisages decentralisation in regard to course content, duration, place and hour of learning and pattern of instruction.

To achieve the goal of universalisation of elementary education in fulfilment of constitutional objective, non-formal education for the elementary age-group children has been developed as an alternative supportive system of formal schooling.



## **B.2 SCHOOL EDUCATION IN N.C.T. OF DELHI**

### **B.2.1 BASIC FACTS ABOUT N.C.T. OF DELHI**

The earliest known city of Delhi is Indraprastha, which is associated with the Pandavas. It is situated on a huge mound on the western bank of the river Yamuna, now occupied by the Purana Qila (Old Fort). In the first century B. C., Raja Dillu is believed to have built another city on the site where the Qutab Minar now stands, and named it Dilli. The next city was Suraj Kund, built by a Tomar Rajput, Raja Anangpal, in 1020 A.D. The main city subsequently moved to the old site of Delhi. Anangpal and his successors, who ruled for about a century, converted the town into a five-walled city called Lal Kot. The Chauhans replaced the Tomars and when Prithvi Raj (the last Hindu ruler of Delhi) ascended the throne in 1170, he expanded the city four times. The end of his reign saw the Muslim invasion in 1191 and his defeat in the battle of Panipat. Subsequently, Qutb-Ud-Din Aibk, a slave of the invader, Mohammed Gori, to whom was entrusted this conquest, took the liberty of proclaiming himself the first Sultan of Delhi, and retained the old capital. One of his successors, Ala-Ud-Din Khilji (1296-1316) built a new

city at Siri, about three miles north east of Delhi. In 1321, Ghiyas-ud-Din Tuglak built another city known as Tughlakabad complete with fortress and walls.

During Mughal dynasty Hamayun began building a new capital at the old site of Inderprastha, which he called Dinepannah but he could not complete the city, which was later completed by the victor. The city survives today, although with changes, as the walled city of Delhi.

During British emperor, in 1912, the imperial capital was shifted to the Delhi plains. A new city, the city of New Delhi, was planned and built with a blending of oriental and occidental architectural design, three miles to the south of the walled city of the Mughals. This new city has continued to be the National Capital of India since 1947 when India attained independence from the British. Ever since, the city has spread out far and wide, though mainly southwards, incorporating all the earlier cities of the Delhi plains. \*14

### **B.2.2      Physical Features**

Delhi is situated on the right bank of the river Yamuna at the periphery of Genetic plains. It lies a little north of 28n latitude and a little to the west of 78 longitude. To the west and the south- west is the great Indian Thar desert of Rajasthan state, to the east lies the river Yamuna across which has spread the greater Delhi of today. The ridges of the Aravalli range extend right into Delhi proper, towards the western side of the city, and this has given an undulating character to some parts of Delhi. The meandering course of the river Yamuna meets the ridge at Wazirabad to the north, while to the south, the ridge branches off from Mehrauli. The main city is situated on the west bank of the river.

### **B.2.3      Area and Population**

#### **B.2.3.1 Area**

Delhi is spread out in an area of in 1,483 Sq. Km. Two hundred and thirty- one villages are located within its periphery apart from major urban complexes under its jurisdiction.

#### B.2.3.2 **Population**

According to census of 1991 the total population of Delhi is 9,370,475. The sex ratio in Delhi had been declining from 862 in 1901 to 715 in 1914. But from 1951 onwards there has been improvement from 768 in 1951 to 827 females per 1,000 males in 1991. \*15

However, compared to the sex ratio of the country as a whole (927 females per 1,000 males), Delhi has a low sex ratio of 827 females per 1,000 males.

#### B.2.4 **Literacy Rate**

In Delhi education is favoured for the both boys and girls to a much higher extent than elsewhere, for boys studying upto postgraduate level .

In 1961 Delhi was on the top with a literacy rate 52.75 per cent against 24.03 per cent for the entire India. In 1991 the literacy rate for Delhi has further increased to 75.29 per cent, the male

and female literacy rates being 82.01 per cent and 66.99 per cent respectively.

#### **B.2.5 Administrative Set-up**

Under the States Re-organisation Act, 1956, Delhi lost its status as a state and was reconstituted as a Union Territory and the administration became the direct responsibility of the President of India through an Administrator.

In 1966, under the provision of the Delhi Administration Act, 1956, Delhi came under the regime of Lieutenant Governor, an Executive council.

In November 1993, it became a state with a Chief Minister accountable to the Legislative Assembly with new name " National Capital Territory of Delhi".

#### **B.2.6 School Education System in N.C.T. of Delhi**

The School Education System in Delhi is being controlled by number of agencies at different level such as Directorate of

Education, Municipal Corporation Of Delhi, New Delhi Municipal Committee, Delhi Cantonment Board, Kendirya Vidhyalay Sangathan, Navodaya Vidhyalay Sangathan, National Open School. These agencies have academic and administrative control of school education of Delhi at different level. These agencies have administrative and academic control of school education in Delhi.

#### **B.2.6.1 Directorate of Education**

Director, Education Department of Government of N. C. T. of Delhi heads Directorate of Education. While other local bodies i.e. M.C.D., N.D.M.C., and D.C.B. are responsible for providing primary schooling facilities, the education at all levels the Directorate of Education, in Government of N.C.T. Delhi, provides i.e. Primary, Middle, Secondary and Senior Secondary. The Directorate of Education also exercise the right of prescribing and supervising standards of education in all schools located in Government of N.C.T. of Delhi. The Directorate of Education has Government Schools, Government Aided Schools, and Unaided Schools. The structure of Directorate of Education may be explained through following chart:

Director of Education

Additional Directors (4)

School Administration    Budget/Planning    Adult Education

Joint Directors (3)

Planning    Finance    Administration

Deputy Directors (19)

D.D.E.(East) D.D.E.(North-East) D.D.E.(North) D.D.E.(North-West)

D.D.E.(West) D.D.E.(South-West) D.D.E.(South) D.D.E.(New

Delhi)

D.D.E.(Central) D.D.E.(Sports) D.D.E.(Science Branch) D.D.E.

(T.V. Branch)

D.D.E. (Text Books), D.D.E. (Patrachar), D.D.E. (Planning)

D.D.E. (Population Education), D.D.E. (Head Quarter)

Assistant Directors (8)

Zonal Education Officers (28)

Dy. Education Officers (28)

School Inspectors (28)

School Principals (670)

Vice-Principals (998)

Head Masters (Middle) (266)

Teachers

P.G.T.s   T.G.T.s   School Librarians   Assistant Teachers

(7266)   (29932)   (1086)   (2988)

E.V.G. (Educational & Vocational Guidance Councillors) (137)

There are total 9 Educational Districts in Delhi under the Directorate of Education, Government of N.C.T. of Delhi. These may be enumerated as follows:

1. East District
2. North-East District
3. North District
4. North-West District
5. West District
6. South-West District
7. South District
8. New Delhi District
9. Central District

A Deputy Director of Education heads each district. Under Deputy Director of Education there are Education Officers (E.O.) and Deputy Education Officers (D.E.O.). Each District is further



divided into Zones. The present position of schools in the Zones of each District may be enumerated in the following table: \*16

Table No: T-2

Name of District	Zone No	Total Nos of Schools	Govt. schools	Aided Schools	Unaided Schools
East	01	45	22	03	21
	02	76	34	--	42
	02	83	48	10	25
<b>Total</b>	<b>03</b>	<b>205</b>	<b>104</b>	<b>13</b>	<b>88</b>

Name of District	Zone No	Total Nos of Schools	Govt. schools	Aided Schools	Unaided Schools
North East	04	81	29	02	50
	05	55	25	05	25
	06	57	32	02	23
<b>Total</b>	<b>03</b>	<b>193</b>	<b>86</b>	<b>09</b>	<b>98</b>
Name of District	Zone No	Total Nos of Schools	Govt. schools	Aided Schools	Unaided Schools

North	07	76	42	22	12
	08	76	45	26	05
<b>Total</b>	<b>02</b>	<b>152</b>	<b>87</b>	<b>48</b>	<b>17</b>

Name of District	Zone No	Total Nos of Schools	Govt. schools	Aided Schools	Unaided Schools
North - West	09	69	42	02	25
	10	65	47	06	12
	11	71	39	01	31
	12	41	33	02	06
	13	54	30	02	22
<b>Total</b>	<b>05</b>	<b>300</b>	<b>191</b>	<b>13</b>	<b>96</b>

Name of District	Zone No	Total Nos of Schools	Govt. schools	Aided Schools	Unaided Schools
West	14	61	27	01	33
	15	54	30	03	21
	16	59	32	10	17
	17	44	27	03	14
	18	74	31	02	41
<b>Total</b>	<b>05</b>	<b>292</b>	<b>147</b>	<b>19</b>	<b>126</b>

Name of District	Zone No	Total Nos of Schools	Govt. schools	Aided Schools	Unaided Schools
South West	19	68	38	13	17
	20	49	23	06	20
	21	47	20	--	27
	22	65	50	--	15
<b>Total</b>	<b>04</b>	<b>229</b>	<b>131</b>	<b>19</b>	<b>79</b>

Name of District	Zone No	Total Nos of Schools	Govt. schools	Aided Schools	Unaided Schools
South	23	78	56	--	22
	24	49	32	04	13
	25	79	43	09	27
<b>Total</b>	<b>03</b>	<b>206</b>	<b>131</b>	<b>13</b>	<b>62</b>

Name of District	Zone No	Total Nos of Schools	Govt. schools	Aided Schools	Unaided Schools
New Delhi	26	40	05	22	13
<b>Total</b>	<b>01</b>	<b>40</b>	<b>05</b>	<b>22</b>	<b>13</b>

Name of District	Zone No	Total Nos of Schools	Govt. schools	Aided Schools	Unaided Schools
Central	27	78	31	35	12
	28	77	32	26	19
<b>Total</b>	<b>02</b>	<b>155</b>	<b>63</b>	<b>61</b>	<b>31</b>

There are total 1206 schools including 316 Sarvodaya Vidyalayas in 28 Zones of 09 Districts in N.C.T. of Delhi under the Directorate of Education, G.N.C.T. of Delhi. The enrolment of students at different level as on 30.09.98 is as follows:

Table No. T-3

Level	No. of Students
Primary	96595
Middle	531425
Secondary	379190
Sr. Secondary	224845

#### **B.2.6.2 Municipal Corporation of Delhi (M.C.D.)**

The Municipal Corporation of Delhi (M.C.D.) was constituted under the Delhi Municipal Corporation Act, 1957 in pursuance of recommendation of the State Reorganisation Commission. The Corporation was set up with the objective of providing an efficient municipal government to Delhi. The Act vested in the corporation not only functions which are strictly Municipal in nature but also pertaining to generation and distribution of electricity, water supply and drainage, fire prevention, hospital, schools etc.

The jurisdiction of M.C.D. pertaining to education is confined to the Primary education i.e. upto class Fifth. The Education Department of M.C.D. is headed by the Director Education (M.C.D.) and has been divided into 16 zones. The administrative structure of Education Department of M.C.D. may be explained through following chart:

Director Education  
Additional Director  
Deputy Education Officers  
Asstt. Education Officers

Senior School Inspectors

School Inspectors

Head Masters

Primary Teachers

There are 1800 M.C.D. Primary Schools under the Control M.C.D. in N.C.T. of Delhi.

**B.2.6.3 New Delhi Municipal Committee (N.D.M.C.)**

The New Delhi Municipal Committee (N.D.M.C.) functions under an administrator with the overall control being exercised by the Union Ministry of Home Affairs. The reason for the special status of the N.D.M.C. is that it has within its jurisdiction a large concentration of government offices, residences of high dignitaries, foreign embassies/ missions etc. Apart from running Senior Secondary, Secondary, Middle schools, the N.D.M.C. is running Primary Schools catering to education needs of children of class I to V.9

The Education Department of Apart from this, there are 117 schools (Nursery, Primary, Middle, Secondary and Senior

Secondary schools) under the control of New Delhi Municipal Council (N.D.M.C.) and 32 Kendriya Vidhayalas under the control of Kendriya Vidhayala Sangathan.

B.2.6.4

**Kendriya Vidyalas (KVS)**

The scheme for establishment of Central Schools was approved by the Government of India in 1962 and its implementation was started by the Ministry of Education in 1963 when 20 regimental schools run by the Ministry of Defence were taken over and converted into Central Schools or Kendriya Vidyalayas. Later on the Kendriya Vidyalaya Sangathan, an autonomous body was set up by the Ministry of Education and was registered as a Society in December 1965. The main objectives of Kendriya Vidyalayas are: (i) to cater to the educational needs of the children of transferable Central Government employees including Defence and Para-Military personnel by providing a common programme of education; (ii) to pursue excellence and set pace in the field of school education; (iii) to initiate and promote experimentation and innovativeness in education in collaboration with other bodies like the CBSE and NCERT etc; and (iv) to develop the spirit of

national integration and create a sense of "Indian ness" among children.

The number of Kendriya Vidyalayas at present is 858 with a student population of approximately 7,38,857 as on 31.3.1997.

Table No. T-4

**Region-wise Kendriya Vidyalayas in India**

Region	Number of Schools	Region	Number of Schools
Ahmedabad	41	Gwalior	29
Bangalore	41	Jaipur	49
Bhopal	41	Jammu	43
Bhubaneshwar	50	Hyderabad	44
Calcutta	43	Lucknow	45
Chandigarh	51	Head Quarters	02
Chennai	51	Mumbai	44
Dehradun	45	Jabalpur	48
<b>Delhi</b>	<b>56</b>	Patna	53
Gauhati	42	Silchar	40
<b>Total 858 Schools</b>			



The Kendriya Vidyalas are opened in the campuses of Public Sector Undertakings fully financed by the Government of India and also in the institutes of Higher Learning if they are ready to bear all the recurring and non-recurring expenditure on the proposed Kendriya Vidyalayas. The children of the employees of such undertakings get priority in admission in Kendriya Vidyalayas. However, for Kendriya Vidyalayas under Civil and Defence personnel get the priority in admission. The admission in Class-I is made on the basis of number of transfer during the last 7 years. The reservation of 15 per cent and 7-1/2 per cent of fresh admissions in all Kendriya Vidyalayas for the children of SC and ST respectively is made. The efforts are made to admit such SC/ST children even by relaxing the qualifying standards. The admission of the children of transferable Central government employees including defence personnel who die in harness and of MPs (including their dependent/grand children), SPG/NSG and KVS employees are done over and above the prescribed class limit.

B. 2.6.5     **National Open School (NOS)**

The National Open School (NOS) was established in November 1989 as an autonomous organisation in pursuance of National Policy on Education, 1986, by the Ministry of Human Resource Development, Government of India. Open Schooling was originally experimented upon since 1979 as a project of the CBSE and was later amalgamated with the National Open School. In October, 1990 through a resolution of the Government of India, the NOS was vested with the authority to examine and certify students registered with it, upto Pre-degree level course.

The National Open School is an institutional the national level which not only conducts examinations at deferent levels of school, but also provides learning opportunities through alternatives schooling. There are no schools of National Open School because of its very nature. National Open School serves its clients through a network of study centres all over the country. Their centres provide individualised support to its learners to facilitate the learning process. There are over 900 centres and this is likely to increase. Secondary/Sr. Secondary recognised/Affiliated schools are associated with the National Open School as its study centres.

#### B.2.6.5.1 **Enrolment**

At present there are more than four lack learner's enrolled, new admissions every year ranges in the region on 1.32 lack. Since students are not required to take all the fine subjects at a time, there is no direct correlation between the number of students admitted and the number certified.

#### B.2.6.5.2 **Examination**

National Open School conducts two full-fledged examinations every year. Students can take them at their own convenience. Marks are credited in the computer account of the student. A student has five years and none chances to complete a course. Provision also exists for improvement in a subject. No subject is compulsory and a student is certified in a course when he/she has passed five subjects, which includes a language.

#### B.2.8 **Teacher Education**

There are basically three types of training for teachers in India depending upon where they are likely to teach: in the lower

primary, upper primary or secondary school. The minimum qualification for admission to the course for lower and upper primary school teachers is a pass in the standard XII and the course may last for one or two years. Teacher education institutes or these levels are controlled and financed by state departments of education. Graduates who have completed a one-year Bachelor or Education course at a college affiliated to university staff secondary schools usually. In addition, there are certain centrally funded institutions, such as four Regional colleges of Education, which offer a combined four-year course leading both to a subject degree and a Bachelor of Education, and the National Institute of Education, in New Delhi which receives financial assistance from central Government funds through the National Council of Educational Research and Training (NCERT). Studies at the M.Ed. and Ph.D. levels can be undertaken in a numbers of universities including the centre of advanced Studies in Baroda.

On the recommendation of the National Council of Teacher Education (NCTE), most states have introduced a two-year certificate for primary school teachers. NCERT in coordination with NCTE and State Councils of Educational Research and Training (SCERTs), has endeavoured to upgrade the quality of

teacher education. It supported the intensive Teacher Education Development Programme in several states and has assisted training authorities in improving teacher-training curricula. Central Government also provides financial support to primary teacher-training colleges for the improvement of their facilities.

**B.2.9 State Council of Educational Research and Training**  
**(SCERT), Delhi**

Realising that the SCERTs can make effective contribution in the improvement of quality of school education, the National Policy of Education (N.E.P.) 1986 recommended the strengthening of the SCERTs and establishment of District Institute of Education and Training (DIETs), the up gradation of the college of teacher education. In pursuance of these recommendations, the Department of Education, Delhi Administration, Delhi took the first step of implementing the policy resolution by making SCERT an autonomous body. The SCERT, Delhi was registered under the Societies Registration Act, 1860 and was thus granted an autonomous status by the Hon'ble Lt. Governor of Delhi AVM Mr. H.L. Kapoor on 27th May 1988. It started function with its headquarter at its present site at Varun Marg, Defence Colony,

New Delhi. It was also given freedom to select its own staff and take initiative in introducing reforms and innovative schemes for the In-service Teacher Education Programmes of working teachers in the schools of Delhi.

One of the major activities of the Council is teacher education, both pre-service and in-service, with an infusion of the latest information and technology, innovative strategies and humanistic approach to make improvement in the quality of school education. The Council also shares the responsibility of planning, conducting, monitoring and evaluating in-service education other educational functionaries such as Education Officers, principals, Vice-Principals, Librarians and adult and non-formal education Instructors. Training and retraining of personnel is undoubtedly an investment rather than a mere ritual for a requirement to fulfil certain administrative conditions. Like industry continuing education of teachers should be viewed as an investment for quality improvement of education. The ever expanding frontiers of knowledge in various disciplines and pedagogy requires training of teachers but these programmes can yield maximum result only if these are planned systematically and organised methodologically. Systematic planning involves

development of course design, which is relevant to the professional needs of beneficiaries. This will require meticulous analysis of training needs of the teachers. The functions of SCERT emanates from the national goals and priorities, and one of the major thrust areas of 8th Five Year Plan was its emphasis on the attainment of the Minimum Levels of Learning (MLLs) by all pupils. To begin with the MLLs identified by the committee appointed by the MHRD are minimum levels in accordance with local conditions and requirements. A core faculty has been developed by the SCERT to train Resource Persons who in turn will train primary school teachers for implementation of the MLLs project.

#### **B.2.9.1 Objectives of the SCERT, Delhi**

The objectives of the Council, as enshrined in the Memorandum of Association are as follows:

- To assist and advise the Delhi Administration in implementation of its policies and major programmes for human resource development especially in the field of education, women and child development, national integration and other related affairs.

- To promote educational research at all levels of school education.
- To develop the curriculum aiming at an all round development of child at all levels of education.
- To develop and produce the teaching-learning materials.
- To develop Educational Technology for use in teaching learning activities and in the training programmes, and to provide Distance Education.
- To devise systems and approaches for qualitative education.
- To develop strategies to achieve the goals of education for equality.
- To establish linkages with the National Council for Educational Research and Training (NCERT), various departments of Delhi University, the department of education of Delhi Administration, and other educational institutions of the Central Government and the Delhi Administration.
- To develop, adopt/adapt, and produce curricular materials, textbooks and other related instructional materials.
- To provide all types of educational materials and guidance to disadvantaged groups.



- To guide, develop and provide educational materials for non-formal education/functional literacy.
- To promote and assist Delhi Administration in SUPW and Vocational Education in the National Capital region of Delhi.
- To improve the existing examination system and to make the question banks in different areas of school education.
- To provide Pre-service and In-service training to teachers at levels of school education.

#### B.2.10      **Adult and Non-Formal Education**

Non-formal education has been introduced to cater the needs of out of school children that are either drop-one from formal schools at various stages or have never been to school that could not want of the facilities provided by the formal system due to socio-economic compulsions. It also intends to meet the essential learning needs of children living in remote and sparsely populated areas where the establishment of the formal education is considered to be non-viable. Non-formal education has character of flexibility in respect of timing, vacations, curriculum and multiple point entry, etc and adjustment according to local

specific needs of the area and locality. The Delhi School Education Act, 1973, specifically permits multiples points' entry of student.

The concept of non-formal education has undergone changes over the period of 30-35 years. Workers and experts in the field of education have made various interpretations of term. According to many of them non-formal education is complementary to formal system of education. Whereas others interpret it as an alternative to the formal education. Non-formal education in its ideal form differs both from formal and informal education unlike formal education, it does not has rigid timetable, curriculum or predetermined academic progress. Unlike informal education is not restricted to parents, siblings, peers groups and environmental exposures. The Non Formal Education is primarily flexible and open ended.

### B.3 **TRENDS OF SCHOOL EDUCATION ABROAD**

#### B.3.1 **School Education in U.K.**

##### B.3.1.1 **Basic Facts about U.K.**

The United Kingdom is known to have ruled and established empires in the hundreds of the countries of the world, including India. Basic or initial purpose of in the British invading a country was not to establish empire but to exploit the national resources of these countries. Then their prime concern was to obtain raw material from their colonies, to use the locals as low paid labour and to produce furnished goods as mercantile venture. However, they also had in their population a sizeable number of Christian missionaries, educators and reformers who propagated human values, brought social reforms and paved the way of modern education in their colonies.

The U.K. is a developed country. In this country education has been given its right place in planning and economic development of the country. Indian system of education, more or less, is based on, or atleast empired by the British education system. England

has ruled all over the world for hundred of years and also ruled over India for about two hundred years and the development of education institution like schools, colleges, universities etc. is on similar pattern of the educational institution in U.K. The educational administration and financing of education are also of similar nature in both the countries. It is therefore, be of interest to dwell upon the education system in U.K. with special reference to school education. Similarly, it will also be pertinent to discuss in brief the prevailing demographic and socio-economic condition of the U.K. in order to ascertain and identify general facts and figures about the country.

#### **B.3.1.2 Physical feature**

Great Britain is the geographical name of that Island of the British Isles, which comprise England, Scotland and Wales (so called to distinguish it from "Little Britain or Brittany.) By the Act of Union 1801, Great Britain and Ireland formed legislation as the United Kingdom of Great Britain and Ireland. Since the separation of Great Britain and Ireland in 1921 Northern Ireland remained within the Union which is now the Union Kingdom of Great Britain and Northern Ireland. The United Kingdom (U.K.)

does not include the Channel Islands or the Isle of Man which are direct dependencies of the crown with their over legislative and taxation systems. England and Wales form an administrative entity, with some special arrangement for Wales.

B.3.1.3 **Area and Population**

Area and population of the four countries of United Kingdom during 1998 may be explained through following table: -

Table No.T-5

<b>Name of the Country</b>	<b>Area (Sq. Km.)</b>	<b>Population (Million)</b>
England	130,395	49.5
Scotland	78,313	5.1
Wales	20,754	2.9
Northern Ireland	13,843	1.7
<b>Total</b>	<b>243,305</b>	<b>59.2</b>

#### B.3.1.4 **Literacy**

The Government is committed to tackling illiteracy. The report *A Fresh Start: Improving Literacy and Numeracy*, published in 1999, outlines the research of a working group, which found that illiteracy levels were at unacceptably high levels among the adult population. Around 20% of those surveyed were unable to give satisfactory responses to basic numeracy and literacy questions.

#### B.3.1.5 **Structure of Government:**

##### B.3.1.5.1 **Development of British System of Government**

Development of the British System of Government The system of Parliament government in Britain is not based on a written constitution, but is the result of gradual evolution over many centuries. The growth of political institution in England can be traced back to the period of Saxon rule, which lasted from the fifth century A.D. until the Norman Conquest in 1066. This period saw the origins of the institution of Kingship, and of the idea that the king should seek the advice of a council of prominent men. The period of Norman rule after 1066 saw a

considerable strengthening of royal power, however, the monarchy eventually experienced difficulties in controlling the growing machinery of government. The actions of king John (1199-1216) led to opposition from the nobility and leading figures in the Church. In 1215 A.D. the barons forced the king to agree to series of concessions embodied in a charter, which became known as Magna Carter. The Charter, which provided for the protection of the rights of freeman against the abuse of royal power, came to be regarded as the key expression of the rights of the community against the Crown. \*17

The first known occurrence of the term "Parliament" to describe the meetings of nobles to advise the king is in 1236, by the late 13th century representatives of countries and towns were also occasionally being summoned at the same time, usually to express political support, but increasingly to give consent to taxation. By the end of the 15th century parliament existed in a form virtually recognisable today. Whose function was to agree to taxes and to legislate and which consisted of two separate chambers-the House of Commons and the House of Lords. Although the influence of government in parliament was considerable, the body was always an area for political conflict;

one such clash led to the outbreak of the civil war in 1642 between crown and parliament. Following the defeat of the royalist armies and the execution of Charles I in 1649, and monarchy and the House of Lords were abolished and the country was proclaimed a republic. However, the republican experiment came to an end in 1660, two years after the death of the "Lord Protector", Oliver Cromwell. Charles I's son was resorted to the throne as Charles II. Charles II's successor, James VII and II (1685-88), sought both to bypass Parliament and to make it more amenable. As a result, in 1688 a group of leading men invited William of Orange (a grandson of Charles I and the husband of Mary, James VII and II's eldest daughter) to secure the 'infringed liberties' of the country. James VII and II fled into exile following the success of the revolution of 1688, Parliament in 1689 passed the Bill of Rights, which defined the rights and privilege of Parliament. Increasingly, thereafter, parliamentary control of national finance made it impracticable for the sovereign to ignore the wishes of parliament. The sovereign appointed ministers, but they had to have sufficient support in the House of Commons to enable them to persuade parliament to pass legislation and role for taxation. The development of "party" during the 18<sup>th</sup> and 19<sup>th</sup> centuries provided them with the machinery for securing that



support, while the personal involvement of the monarch in policy and the day - to - day business of administration declined, leaving government in the hands of the cabinet, presided over by a "Prime" Minister. Since the mid-19th century the Prime Minister has normally been the leader of the party with a majority in the House of Commons.

The Reform Act of 1832 altered the medieval system of parliamentary representation and standardised the qualifications for the right to vote. Subsequent reforms gave the vote to virtually all adults-women were finally enfranchised in 1918, but not on the same terms as men until 1928.

The Monarchy is the oldest-institution of government, going back to at least the 19th century. Queen Elizabeth II is herself directly descended from king Egbert, who united England under his rule in 829. The only interruption in the history of the monarchy was the republic, which lasted from 1649 to 1660. Today the Queen is not only head of state, but also an important symbol of national unity. The royal title of Britain is: Elizabeth the second, by the Grace of God of the United kingdom of Great Britain and Northern Ireland and to Her other Realms and Territories Queen,

Head of the Commonwealth, Defender of the Faith. In the Channel Islands and the Isle of Man the Queen is represented by Lieutenant Governor.

#### B.3.1.6 **Educational System in U.K.**

##### B.3.1.6.1 **Historical Prospective**

Although government grants for education were first made in 1833, it was the 1870 Education Act in England and Wales, which originally enshrined the idea of compulsory elementary education with government aid. There were two types of elementary school-Church voluntary schools and State schools provided by school boards. The school educational history of U.K. can be divided into two parts i.e. before and after the Education Act, 1944.

Prior to 1870, the church and other religious institution of England mostly imposed elementary education, now known as primary education. In smaller towns, it was mostly the monopoly of the Church of England. This led to frustration and great dissatisfaction among other Christians, who eventually supported

a campaign for non-sectarian public schools managed out of the finances raised by taxation. It was only in 1870 that for the first time, the community began to take a much more direct part in the education of its children. Forester's Act in that year created "School Boards" to supplement the Church education and these remained in existence until 1902, when the Local Education Authorities (LEAs), large and small came into being. \*18

The schools opened by the School Boards were fully financed out of the local taxes called "rates". The grant to the church school from central taxation was given first time in 1891. In 1902, the Local Education Authorities (LEA's) were constituted to control elementary, secondary and further education in their areas.

The decentralised character of educational system and the long tradition of non-interference by Central Government in most aspects of education is the hallmark of a passive role of Government in the British Education System. Despite the rapidly growing importance of education and training in the people's lives, the U.K. does not have a single body responsible for the education system -it has many system funded by many difference bodies in different places, and doing different things in different ways for different reasons. The decentralization, which

characterises education policy, begins at the Central Government level where each part of the U.K. has a separate body responsible for most of its education policy. In England this is a Department of Education and Science (DES), in Wales the Welsh Office (Education Department), in Scotland and Scottish Education Department (S E D) and in Northern Ireland (D E N). Although these bodies are important, they are not sole controller of education in their areas bodies actually responsible for providing schools-colleges and courses are Local Education Authorities (L E A s) and, in Northern Ireland only, Education and Library Boards. This partnership between Central Government and local authorities has been a feature of U.K. education since public education provision began in 1870.

#### **B.3.1.6.2 Administration of School Education:**

The Secretary of State of Education has overall responsibility for school and post-school education in England. The Secretaries of State for Scotland, Wales and Northern Ireland exercise similar responsibilities in those countries. The government education departments are the Department for education in England, the Welsh Office Education Department, the Scottish Office

Education Department and the Department of Education for Northern Ireland. They formulate education policies and are also responsible for the supply and training of teachers. Mostly state schools education is the responsibility of education authorities, which are part of the local government system; the rest is provided by self-government grant-maintained (G M) schools. In Northern Ireland the education five education and library boards administer service locally. Education authorities pay teachers and other staffs, provides and maintains buildings, and supply equipment and materials. Governing bodies in G M schools are responsible for these functions.

#### **B.3.1.6.3 General Structure of Education**

In Great Britain compulsory schooling starts at the age of 5. In England & Wales the government has guaranteed nursery education for all 4 year olds who's parents would like them to attend school from this age. There are three stages of education (i) Primary education; (ii) Secondary education; and (iii) Further education

#### **B.3.1.6.3.1 Primary Education:**

Primary education is imparted in three stages: -

- (1) Nursery school and kindergarten upto 5 yrs.
- (2) Infant school - 5 to 7 years.
- (3) Junior School 7 to 11 years. The term "elementary" has disappeared.

#### **B.3.1.6.3.1.1 Nursery Education:**

Pre-primary school education in U.K. is to be understood in two different segments i.e. (I) Nursery school and kindergarten upto age of 5 years. Infant school between 5 to 7 years. The 1944 Act did not make education in a nursery school or class compulsory, but it did lay upon the Local Education Authorities (LAEs) a duty to have regard to the need for securing that provision for pupils who have not attained the age of five years by the provision of nursery schools, or alternatively of nursery classes attached to infant schools. In England, 43 percent and in Scotland 36 percent of three and four year olds receive education in Nursery classes or infant's classes in primary schools. In addition, many children (at least 40 percent of three and four year olds) attend informal

Preschool playgroups organised by parents and voluntary bodies such as the Pre-School Play Groups Association.

The Plowden Report on Children and their Primary Schools (1967) made the recommendation that the immediate expansion of nursery education is necessary " so that all the three to five year old group could attend on a half time basis, whilst some 15 percent could attend full time where the need was demonstrated.

\*19

#### **B.3.1.6.3.1.2 Infant Schools:**

These schools admit children at about the age of five and keep them until the end of the school year in which they reach the age of seven. But by no means all children are educated in separate infant schools. The infant education forms a part of the pre-primary education. With a few exceptions, infant schools are independent units with independent staff and building. At times, infant school is a part of a Junior School. Almost 100 percent of infant school teachers are females. All infant schools with the exception of one percent Co-educational. Numbers with such schools vary greatly depending upon the demands of catchment

area. The infant school has a reception class, which provides an adjustment of settling in period to school. It may then have several more classes depending on its size. The structure of these classes varies greatly from school to school. \*20

#### **B.3.1.6.3.1.3 Junior Schools:**

Junior schools are of relatively recent growth. They appeared for the first time between the two world wars as a result of creation of separate senior schools, following the recommendations contained in the Hadow Report of 1926. The considerably significant part of primary education between the age of 17 and 11 years is handled in junior schools. Almost all of them are co-educational and law of the land demands compulsory education of the children of this age group. The education at the level is quite well planned and is technically quite in accordance with the latest techniques of teaching and learning. Many new ideas in subject teaching are being introduced into the curriculum includes language development, science, mathematics and environmental studies. The provision for teaching English to immigrants is also there. The member of students in each class is about 40.



Junior schools are usually exciting, pulsating with the thrill of discovery and the pleasure which children derive from being completely involved in their work. There is encouragement of creative activity in all its forms. New methods are encouraging children to discover the relationship between numbers rather than to learn to calculate by rote. Experiments are going on in the teaching of Modern Languages at the Junior Stage.

#### **B.3.1.6.3.2 Secondary Education**

In U.K. education in schools between the ages of 11 to 18 can be termed as Secondary School education. The education upto age of 10 years is free and compulsory and it is further extended upto the age of 18 years for those who show interest, aptitude and ability in studies.

The system of secondary education, which had taken shape from the Education Act 1944, was strongly influenced by the recommendation of the proceeding of White Paper which envisaged that there would be three main types of secondary schools to be known as "Secondary Grammar Schools"; "Secondary Modern Schools", and "Secondary Technical Schools."

Until the early sixties, the great majority of secondary schools maintained by Local Education Authorities were of three types. Entry to the different types generally depended on the results of tests taken at about the age 11. But the new government, which took office in 1974, however, announced its intension of developing a fully comprehensive system of secondary education in the maintained as well as the assisted schools and of ending selection according to ability for different types of secondary school at the age of 11 or at any other stage.

#### **B.3.1.6.3.2.1 The Secondary Grammar Schools**

This is an academic institution par-excellence. It belongs to the same category to which Lycee in France and Gymnasium in Germany belongs. The cream of the society is educated in Grammar Schools. Most of the Grammar Schools have high standard of scholarship, selective admissions, basically having independence, and secure good number of university places. The curriculum in these schools is not prescribed by any regulation. The courses of study generally include English language and Literature, Geography, Art and Music. Around the academic core, Physical education and Religious instructions have also their

place. For girls, Domestic science and for boys Woodwork is introduced in a good many schools. At the age of 16 years they appear in " Ordinary level of General Certificate of Education." Some, even after this stage, continue to be in school in the sixth form till the age of 18 or so and have to specialise intensively in three or four subjects such as, English, History, Languages, Mathematics, Physics, Chemistry, Biology in Science for advanced level examination. Passes are given for single subjects, not groups of subjects. Eight University Examination Boards conduct these examinations.

#### **B.3.1.6.3.2.2 The Secondary Technical School:**

These schools had developed out of junior technical schools for the pupils with a distinct aptitude for learning towards technical work of a fairly high standard. These institutions, though in some cases were of good standard, were mostly considered to be schools for lower trade works such as artisans and domestic helpers. In most of them the general education aspect was subordinated to trade training. Spens' Report had submitted that a new type of school have dignity and status of a good secondary school, with emphasis on Science and Mathematics in

curriculum, admitting only those who had interest and aptitude in technical work of high calibre, be opened and termed as Technical High Schools. The Education Act, 1944 gave full recognition to these schools and termed these as "Secondary Technical School". Even then these schools are not very popular and meet the needs of nearly 10 per cent of the school population. Most of these schools are located in urban centres and housed in old building and part time teachers.

#### B.3.1.6.3.2.3 **The Secondary Modern School**

These schools are for those pupils whose needs are not met by either of the types of school mentioned above. The intake in such schools too non-selective. They would enjoy and profit by a balanced programme of cultural and practical work, with a deal of creative activities, physical education and craft. In these schools English expression, Social studies, Health and Physical education, Games and Sports, General science, General mathematics, Workshop practice, Book keeping, Home-making (for girls) and other commercial subjects, Arts and Crafts, Nature-study, Biology, History, Geography, Music, Horticulture, Film Appreciation and an elective language are taught. The

government prescribes no courses but this is left to Headmasters, Headmistress, LEAs and the staff members. These schools are located in rural areas; take a keen interest in the problems of their surroundings and rural activities. In these schools lesser emphasis is put on academic examination preparation.

The Local Education Authorities (LEAs) have right to combine all of these secondary programmes into the "Omnibus" schools or to house them in separate school buildings in the same campus, but care must be taken that all the three types of secondary schools have parity of esteem. Parents wish for the future of their children must be considered, but each local education authority has the final say in the allocation of pupils to schools.

The Act also recommends that the part time and full time vocational education be to be provided by the local education authorities (LEAs) upto the age of 18 years. The Act sets the ages of compulsory education from 5 to 15 years. The upper age limit may be extended upto 16 years.

### **B.3.1.6.3.3 Independent Schools**

Fee-paying independent schools must register with the appropriate education department and are open to inspection. There are nearly 2,500 independent schools educating 60,000 pupils of all ages. They charge fees varying from around 300 Pounds a term for day pupils at nursery age to over 4,000 Pounds a term for senior boarding pupils. Many offer bursaries to help pupils from less well-off families. Such pupils may also be helped by LEAs particularly if the authorities own schools cannot meet the needs of individual children or by the Government's Assisted Places Scheme, under which financial assistance is given according to parental income. Over 35,000 places are offered in England, Wales and Scotland under the scheme. The government also gives income-related help with fees to about 550 pupils at five Music schools and the Royal Ballet Schools; there are also a limited number of similar scholarships at Cathedral Choir schools.

Independent schools range from small kindergartens to large day and boarding schools, and from new and, in some cases, experimental schools to ancient foundations. The 600 boys', girls'

and mixed predatory schools prepare children for entry to senior schools. The normal age-range for these predatory schools from 7-plus to 11, 12 or 13, but many have pre-predatory departments for younger children. Religious orders and ethnic minorities have established a number of independent schools.

Independent schools for older pupils from 11, 12 or 13 to 18 or 19- Includes about 550, which are often referred to as " Public Schools." These belong to the Headmasters' Conference, the Governing Bodies Association, the Society of Headmasters and Headmistresses of Independent schools, the Girls' School Association and the Governing Bodies of the Girls' Schools Association.

In Northern Ireland there are 21 independent schools educating nearly 1,000 pupils. These schools are subject to inspection by the Department of Education but do not receive any public funds.

Table No. T-6

<b>Number of Schools by type in UK, 1997-98</b>	
<b>Type of School</b>	<b>Number of School</b>
State Nursery	1,685
State Primary	23,213
State Secondary	4,435
State Secondary of which grant-maintained	680
Independent Schools	2,501
Special Schools	1,518
Pupil Referral Units	333
<b>Total</b>	<b>33,670</b>



Table No. T-7

Number of Students by School type in UK, 1997-98	
<b>Type of School</b>	<b>Number of Student</b>
State Nursery	79,000
State Primary	5,414,000
State Secondary	3,741,000
Independent Schools	615,000
Special Schools	116,000
Pupil referral Units	8,000
<b>Total</b>	<b>9,973,000</b>

#### B.3.1.6.4 **School Curriculum**

##### B.3.1.6.4.1 **National Curriculum**

The Education Reform Act 1988 established a national curriculum for gradual introduction into Primary and Secondary school. It was revised in 1994. Statutory subjects at 5 to 11 years,

England and (Welsh in Wales) Mathematics, Science (Core subjects) Technology (including Information and Technology), Geography, History, Art and Music (foundation subjects). At 11 to 14 years of foreign language is added. Physical and religious educations are not prescribed in the curriculum but are requirements; parents may withdraw their children from the later.

\*21

Table No. T-8

<b>Key stage of the National Curriculum</b>		
<b>Stage</b>	<b>Pupil Ages</b>	<b>Year Groups</b>
Key Stage – I	5-7	1-2
Key Stage – II	7-11	3-6
Key Stage – III	11-14	7-9
Key Stage – IV	14-16	10-11

The National curriculum consists of the Core subjects of English, Mathematics and Science, as well as history, geography, technology, music, art, and physical education

for secondary school pupils, a modern foreign language. The scope of these subject areas is defined and amended through Parliament Orders.

B.3.1.6.4.1.1      **School Curriculum in England and Wales**

In Wales the Welsh language constitutes a core subject in Welsh-speaking schools and a foundation subject elsewhere under the National Curriculum. The National Curriculum requirements for Welsh were introduced in 1990. The statutory requirement to teach Welsh to pupil's aged 14 to 16 in Non-Welsh-Speaking schools has been temporarily suspended; nevertheless schools have a statutory duty to prepare for a full implementation of this requirement from July 1999. An order has been laid before Parliament removing history and geography as compulsory subjects for 14-16 year olds, although schools will be encouraged to continue teaching these subjects. In Wales a modern foreign language and technology will also be optional subjects for 14-16 year olds. The introduction of modern languages as a compulsory subject for this group is being postponed until 1996, as is a revised curriculum on technology. These changes will increase the scope for developing new vocational courses intended for this age

group. Steps are being taken to lessen the administrative burden on teachers by simplifying the National Curriculum, while retaining the same range of core and other subjects. Under proposals published by the School Curriculum and Assessment Authority and Curriculum and Assessment Authority for Wales in May 1994, the content of Curriculum would be reduced by releasing one day a week for schools to use at their discretion. The Curriculum would also be made for more manageable for teachers and give them significant professional discretion. The two Authorities will give the final advice to the Government in the autumn of 1994. The intention is that the new slimmed-down Curriculum will be introduced in September 1995 and September 1996. No further changes to the Curriculum will take place for five years. National testing and assessment of pupil's performance at the age of 7, 11 and 14 is being confined to the basics of English, Mathematics and Science. This also applies to Welsh in Wales. Pupils aged 16 are assessed by the General Certificate of Secondary Education (GCSE) examination. The Independent Appeals Authority for School Examinations hears written appeals against grades awarded in GCSE exams when the processes of the examining body concerned are exhausted.

The statute and responsibility rest does not prescribe the content and management of the curriculum with education authorities and head teachers, though the Secretary of State and the Scottish Consultative Council on the Curriculum provide guidance. The Council has recommended that secondary level pupils should follow a broad and balanced curriculum consisting of English, Mathematics, Science, a Modern European language, Social Studies, Technological activities, Art, Music or Drama, Religions and Moral Education, and Physical Education.

A major programme of curricular review and development has been carried out for the 5 to 14-age range. The Government has issued new guidance on English language, Mathematics, Expressive Art, Latin Modern languages, Environment Studies and Religious and Moral Education. Under new arrangements, standardised tests in English and Mathematics are given to pupils in the 5-14 age group whenever they complete one of five levels. A major programme to extend modern language teaching to primary schools is in progress. Provision is made for teaching in Gaelic in Gaelic-speaking areas and in some other areas where

education authorities have identified this as a priority. Pupils take the Scottish Certificate of Education (SCE) at Standard grade at the end of their fourth year of secondary education at the age of 16. The Higher grade is taken in the fifth and sixth year. Some pupils also its examinations for the Certificate of Sixth Year studies or take vocational National Certificate units.

B.3.1.6.4.1.3      **School Curriculum in Northern Ireland:**

The common curriculum in all publicly financed schools is based on six broad areas of study: English, Mathematics, Science and Technology, the Environment and Society, Creative and Expressive Studies, and, for secondary schools, Language Studies. The school curriculum also includes six compulsory cross-curricular themes: Cultural Heritage, Education for mutual understanding, Health education, Information technology, and in secondary schools, Economic awareness and carrier's education. The first theme is designed to help overcome distrust between the people of the Province by enabling pupils to understand the common and distinctive elements of their cultural heritage. The second is intended to teach pupils to understand other people's

points of view and appreciate the benefits of resolving conflicts by non-violent means.

Statutory assessment arrangements are not yet in place. In 1992-93 pilot assessments were organised for pupils at the ages of 11 and 14 who had followed programmes of study in English, Maths and Science for three years. A second pilot programme was organised in 1993-94 covering pupils aged about 8, 11 and 14 and was substantially revised and simplified in the light of the first-pilot. As in England and Wales, the GCSE examination is used to access 16 year old pupils. \*22

#### **B.3.1.6.5 Examination System**

At present the principal examination taken by secondary school pupils in England, Wales and Northern Ireland at the age of 16 and over are those leading to General Certificate of Education (GCE) at Ordinary (O) level and to the certificate of secondary education (CSE). Both are normally taken after five years of secondary education. The GCE Advanced (A) level is normally taken after a further two years' study. The highest grade (grade 1) in the CSE is accepted as equivalent to the standard of higher

grade pass (grade A to C ) at GCEO- level, and these are the qualifying grades for entry to further education and training. The "A" level examination is the standard for entrance to university and other higher education, and to many forms of professional training.

In order to improve examination course and raise standards of performance, the Government decided to replace GCEO-level and CSE examination by a single qualification, the General Certificate of Secondary Education (GCSE): two-year course leading to the new qualifications were introduced in England, Wales and Northern Ireland in the autumn of 1986.

The Certificate of pre-vocational education, a new qualification awarded for the first time in 1986, is intended for those at school or college who wish to continue in full-time education for a year after the age of 16 to prepare either or work of vocational courses.

The public examination system in Scotland is different from that in other parts of Britain Scottish pupils take the Scottish Certificate of Education at ordinary grade at the end of their fourth year of secondary education. Pupils in the fifth and sixth



years sit for the SCE Higher grade, and passes at this grade are the basis for entry to university, college of education or professional training. \*23

#### B.3.1.6.6 **Teacher Education**

##### B.3.1.6.6.1 **Teacher Education in England and Wales:**

LEAs or school governing bodies appoints teachers in State Schools in England and Wales. They must hold qualifications approved by the Department of Education. Almost all entrants to teach in state schools in England and Wales complete an approved course of teacher training. These courses are offered by University Departments of education as well as other higher education establishments. One of the two main qualifications is the four years Bachelor of Education (B.Ed.) Honours degree. The other is the successful completion of three-year degree course, topped up by a one-year Postgraduate certificate in England (P G C E) Course.

From 1995- 96, the Teacher Training Agency, established by 1994 legislation, will finance initial teacher training courses, ensure

that national standards are met the promote teaching as a carrier. The Agency's objectives includes:

- Helping to raise teaching standards;
- Improving the quality and efficiency of all routes into the teaching profession; and
- Securing the improvement of schools in training courses.

In Wales the responsibility for the funding of initial teacher training will remain with the Higher Education Funding Council for Wales, which also be able to fund such training in schools. This Funding Council will also assume responsibility of accrediting institutions and schools providing courses.

#### **B.3.1.6.6.2 School Teachers in Scotland**

In Scotland all entrants to the teaching profession are graduate. New primary teachers qualify either through a four-year B.Ed course or a one-year postgraduate course at a higher education teacher-training institution. In addition, the University of Stirling

offers courses, which combine academic and professional training for intending primary and secondary teachers. Teachers of academic subjects at secondary school must hold a degree containing two passes in the subjects, which they wish to teach. Secondary teachers must undertake a one-year postgraduate training course. For music and technology four-year B.Ed. courses are also available, and for physical education all teachers take B.Ed. course. All the pre-service and major in-service courses provided by teacher-training institutions must be approved by the Scottish Office Education Department and validating body.

#### **B.3.1.6.6.3 School Teachers in Northern Ireland**

Queen's University, in Belfast, the University of Ulster and two colleges of education, provides teacher training. The principal courses are B.Ed. Honours (Four Years) and one-year postgraduate certificate of education. Education and library boards have a statutory duty to ensure that teachers are equipped with the necessary skills to implement education reforms and the Northern Ireland School curriculum.

#### B.3.1.6.7 **Non-Formal and Adult Education**

Adult Education in U.K. owed its origin to the Nineteenth Century Industrial Revolution. With the industrialization process the occupation multiplied the employment potentials, improved the social mixing up increased the longitudinal and latitudinal mobility. The workers were to be trained and further trained for which Mechanics' Institutes were set up in the wake of the establishment of mills, mines, factories and workshops, which employed workers in large numbers. The Mechanics Institutes were intended to offer courses on the know-how of industries and machine operations etc. Such courses had, of course, to pay attention to the illiteracy of the workingmen as well. \*24

It is becoming increasingly recognised that education is a process, which continues throughout adult life. The scope of adult and continuing education has widened in recent years and now includes in addition to the development of the individual through cultural, physical and craft pursuits, such subjects as basic education (in literacy and numeracy), consumer education, and health education. Continuing education also includes training for those in employment to enable them to keep pace with

technological changes. In 1982 government launched a Professional, Industrial and Commercial Updating Programme (PICUP), designed to help colleges, polytechnics and universities to meet the need to update and broaden the skills of those in mid-carrier in industry, commerce and the professions. \*25

LEAs, the extramural departments of universities, and certain other bodies such as the Worker's Educational Association provide courses of adult and continuing education. Most of the Courses are part-time (day or evening), but a few are for short residential periods, and a very few are in publicly financed long-term residential colleges. A wide range of subject is on offer, from basic education (such as literacy) and examination courses in academic or vocational subjects to education in artistic or cultural pursuits. Fees are charged and are often expected to cover the full cost of the course. \*26

#### B.3.1.6.7.1 **ALBSU**

The Adult Literacy and Basic Skills Unit (ALBSU) is concerned with adult literacy, numeracy and related basic skills in England and Wales. It provides consultancy and advisory services; funds

local development projects, including research; publishes materials for teachers and students; and organises and sponsors staff training. Government funding of ALBSU was worth over 3 million Pounds in 1994-95. \*27

The Government also supports two programmes managed by ALBSU, one of which is aimed at parents with literacy difficulties and their children. The other is the Basic Skills at work programme, which helps unemployed people and those in work who cannot progress without improved skills.

### **B.3.2 SCHOOL EDUCATION IN UNITED STATES OF AMERICA**

#### **B.3.2.1 Basic Facts about USA**

United States of America is a large country in size. It has an advantage of rich natural resources and is a nation of immigrants. The country has democratic ideals and education is treated as a State subject; Americans are the people who, meeting the constant danger and hardships, learned to solve empirically the real-life situations that faced them, and who developed a

flexibility and versatility of outlook and adoption to constantly changing circumstances that led them increasingly to discard traditional or outmoded behaviour of thought and ways of life; It has been rightly said that the Americans are engaged in an experiment in universal education which they think is the democratic way of life. The first requirement of American public education is that it must be democratic. Education must develop the child's whole personality; try to fit him adequately to fulfil his role in that democracy. The American people have always thought that it is duty of a free country to provide every citizen with general education. Education is necessary for turning out good citizens.

America is the country that realised at a very early stage that education is a factor of production and it contributes very significantly towards economic growth. That's why in U.S.A. education is given along with training in commercial and industrial subjects, to students so that every citizen may offer his creative cooperation in the progress of the country.

#### **B.3.2.1.1    Physical features**

The foremost nation in the Western Hemisphere in population and economic development, the United States of America is a Federal Republic comprising 50 states. It is often referred to simply as the United States and, colloquially, as America. The 48 contiguous States occupy the central one-third of the North American Continent, bounded on the west by the Pacific Ocean, on the north by Canada, on the east by the Atlantic Ocean, on the South by Mexico and arms of the Atlantic Pacific. The newest States, Alaska and Hawaii, lie at the North western extremity of the continent and in the mid-Pacific, respectively.

#### **B.3.2.1.2 Area and Population**

A nation of 9,529,063 sq. km., it encompasses several outlying territories (Puerto Rico and Virgin Islands, Hawaii and Pacific Islands, and Alaska) but is for the most part a compact territory extending about 3865 km. from the Atlantic to the Pacific Ocean, and 2576 km. from Canada in the north to Mexico in the south.

#### **B.3.2.1.3 Population**

Population of U.S.A. at the time of 1990 censes was as follows:



Table No. T-9

Total Population	248,709,873
Male	2121,239,418
Female	127,470,455
White	199,686,70
Black	29,986,060
Other Races	19,037,743

**B.3.2.1.4 Statistics on Education and Literacy**

The Census Bureau estimates that in Nov. 1979 only 1m or 0.6 Percent of the 170m. Persons who were in years of age or older were unable to read and write, in 1930 the percentage was 4.8. In 1940 a new category was established - the "functionally illiterate", meaning those who had completed fewer than 5 years of elementary schooling; for persons 25 year of age or over. This percentage was 1.9 in March 1994. The Bureau reported that in March 1994 the median years of school completed by all person

25 years old and over was 12.9 and that 22.2 Percent had completed 4 or more year of college. \*28

B.3.2.1.5 **Structure of Government:**

The form of Government of the USA is based on the Constitution of 17 September 1787 and subsequent amendments. By the Constitution the Government of the nation is composed of three co-ordinate branches, the Executive, the Legislative and the Judicial. The United States Constitution sets up and defines a federal system of government in which certain powers are delegated to the national government and all other powers to the states. The national government consists of executive, legislative and judicial branches designed to check and balance each other, all inter related and overlapping, yet each quite distinct. The 5th Article mentions the procedure for making an amendment into the Constitution. Amending the Constitution requires a proposal by a two-thirds vote in Congress or by a national convention, followed by ratification by three fourths of the state legislatures or state conventions.

#### B.3.2.1.5.1 **Executive Branch**

The Executive branch of the government is headed by the President, whose formal responsibilities include those of Chief executive, Treaty maker, Commander-in-Chief of the army, and Head of state. In practice, they have grown to include the drafting of legislation, the formation of foreign policy, personal diplomacy, and leadership of his political party. The members of the President's cabinet are called Secretaries.

#### B.3.2.1.5.2 **Legislative Branch**

The legislative branch of the government is the Congress, which has two houses: the Senate and the House of Representatives. Power granted to Congress under the Constitution include the power to levy taxes, borrow money regulate interstate commerce, declare war, seat members, discipline its own membership and determine its rules of procedure. The House of Representatives is chosen directly, by the electorate in each State, the number of representatives allotted to each State being based on population. They serve for a two-year period.

Each State elects two senators. Each terms of service is for six years, and terms are so arranged that one-third of the members are elected every two years. Treaties made by the president with other governments must be ratified by a two-thirds vote of the Senate.

#### B.3.2.1.5.3 **Judicial Branch**

The United States Supreme Courts, the third, or judicial branch of the government, interprets the meaning of the Constitution and of federal laws. It consists of nine justices (including the Chief Justice) appointed for life by the President with the consent of the Senate. It has appellate jurisdiction for the lower courts and from state courts of last resort if a federal question is involved. It has original jurisdiction over cases involving foreign ambassadors, ministers, consuls, and cases to which a state is a party.

#### B.3.2.1.5.4 **State Governments**

The governments of the 50 states have structures closely paralleling those of the federal government. Each State has a

governor, a legislature, and a judiciary. Each State has its own Constitution.

### B.3.2.2 **Educational system in U.S.A.**

#### B.3.2.2.1 **Historical Prospective**

The general goals of education of a country are influenced by the history, geography and demography of a country and so is the case with U.S.A. Americans are the Western pilgrims, who are carrying along with them that great march of Arts, Sciences, and Industry which began long since in the east. The Americans were once scattered all over Europe; in U.S.A. they incorporated into one of the finest systems of population which has ever appeared, and which has become distinct by the power of the different climates they inhabit.

In 1642, the Massachusetts General Court passed the Massachusetts Bay Law establishing a precedent of local responsibility for education. This Act and the subsequent legislation of 1647, the Old Deluder Law, which called for the creation of local public school according to population size, were extended on a national scale in 1785 by the passage of Land

ordinances. Through these ordinances, the first Federal aid to education was given. In 1862, the Morrill Act was enacted to respond to the growing educational need for practical higher education in the areas of science, agriculture, and industrial training.

The next significant Federal initiative was the creation of the Office of Education in 1867. The education department was empowered to collect educational data and statistics, to disseminate information concerning education, and to encourage educational endeavours. In 1864, the Department of Education was relegated to bureau status and was transferred to the Department of the Interior. By 1930, the bureau was affiliated with the Federal Security Agency and later with the Department of Health, Education, and Welfare.

In 1917 a vocational education act called the Smith-Hughes Act of 1917, was passed to reorient local education programmes to meet the needs of changing labour markets. The continuing debates concerning an appropriate Federal role led to President Eisenhower's establishing a White House Conference on Education in 1954. The task force recommended that the Federal

Government should provide financial aid to State and local communities for educational purposes. It concluded that there was an appropriate role for the Federal Government in educational matters. The National Defence Education Act (NDEA) of 1958 was passed as a consequence of the widely held belief that the educational system was inadequate in mathematics, science and foreign language instruction. This belief was directly related to the successful launching to the Soviet Spacecraft, Sputnik. The passage of NDEA resulted in substantial increase in Federal aid to education. The next major educational act, the Elementary and Secondary Education Act (ESEA), was passed in 1995. Its passage signalled an unprecedented entry by the Federal Government into educational affairs. ESEA provided funds for educational R & D, for promoting educational innovation, and for assisting State agencies to establish their programmes.

With the passage of education legislation in the 1960's and 1970's, the role of the Federal Government in education is, generally speaking, five fold:

- i. Promotion of equal opportunity as exemplified by ESEA, the Education Amendments of 1972, by grants and legislation for

the handicapped, by desegregation efforts and bilingual decisions, and by other;

- ii. Innovation and stimulation of education reform through research grants, teacher training, vocational education, reading improvement programmes and others;
- iii. Provision of grants in support of educational research the results of which could have broad applications in the Nation's schools;
- iv. Promotion of educational preparation for employment, which can be traced to the Smith-Hughes Act of 1917. "The School's potential contribution to economic productivity was thus the first, and for a long time, the only expressed national interest in education; and
- v. Provision of Limited Funding targeting specific needs areas such as planning grants for management purposes on the State level, equipment, and others.



The judiciary has also played a very key role in extending the influence of Federal Government in the field of education.

#### B.3.2.2.2 **Educational Administration**

Education is a state subject. Even this was declared through the 10th amendment declaring education to be a state and local responsibility. The omission of education from the Constitution has often been the focus of the debate concerning the extent of the Federal Government's role in the educational system. Despite its absence, the leaders of the time repeatedly called for such a Federal role in education. Most of the proposals, however, were directed at higher education. According to the President Washington, a federal role was important for the three reasons: First, there was a desire to encourage a strictly American rather than European education. Secondly, he perceived that nationally sponsored education would eliminate sectional and local prejudices. And thirdly, as indicated in his Farewell Address, Washington considered "the promotion of political intelligence as a national safe-guard".

Historically, education has been considered state and local responsibility. But the Federal Government has been involved at all levels since the 1872 grant of public land to the States to establish the colleges of agriculture and mechanical arts. The U.S. Constitution contains no direct mention of education. One of the provisions of the Constitution that affects education indirectly is found in Article 1 establishing the powers of Congress-the legislative branch of the Federal Government Article 1. Section 8 is commonly called the general welfare clause. The general welfare clause of the Constitution has been used by the U.S. Supreme Court to allow expansion of the Federal role in education.

#### **B.3.2.2.2.1 Department of Education**

The Federal organization directly concerned with education is the Department of Education. The Department functions with the divisions and sections.

#### **B.3.2.2.2.1.1 Basic Functions of Education Department**

The basic function of the Department of Education has remained unchanged since its creation to collect and disseminate information and statistics on education. But under its mandate to promote the course of education and under specific legislation, the Department now has five other essential functions.

- (i) Administering grants to the States according to the regulations and procedures established by the Office of Education;
- (ii) Contracting with colleges, universities, States and private agencies for studies and research on educational problems;
- (iii) Providing consultative services, largely to State departments of education, professional societies, colleges and universities, and other Federal departments, including international organisation;
- (iv) Operating educational programmes under agreement and in cooperating with other Federal agencies; and
- (v) Collecting educational information and dissemination in three broad categories: (a) vital statistics, sometimes tabular,

without comment or analysis, (b) reports containing statistics; and (c) publications not printed but otherwise duplicated.

#### State Government Administration

Responsibility for education of the State level lies in the hands of the State department of education, consisting of the State board of the education, the Chief State School Officer and the staff of the education department. The department of education has several responsibilities for providing education, at all levels. Curriculum, graduation requirements, teacher certification and working conditions, school finances, are among its more important responsibilities.

##### B.3.2.2.2.2 **Private Schools Administration**

About 11 per cent of enrolled children are in private schools. Catholic institutions mostly control the private schools. The private schools must meet the same basic standards as those set for public schools, but are free to add to the curriculum whatever else they wish and to choose their own teachers. A few of the

States grant financial aid to the sectarian school, but most of the States prohibit such aid.

#### B.3.2.2.2.3 **Financing of Education**

Public school revenues derive mainly from county and other local sources, largely in the form of real estate taxes and from state taxes, which comes to nearly 90 per cent. The rest is met out by the Federal Funds.

#### B.3.2.2.3 **General Structure of School Education**

Each of the States provides a system of free public schools covering Kindergarten plus 12 years. Though laws vary among the States. Schooling is generally compulsory from the age of 6 or 7 to 16. There are three structural patterns in common use; the K 8-4 plan, meaning Kindergarten plus 8 elementary grades followed by 4 high school grades; the K 6-3-3 plan, Kindergarten plus 6 elementary grades followed by a 3-year junior high school and a 3-year senior high School; 6-6 plan, Kindergarten plus 6

elementary grades follow by a 6-years high school. Thus for school education there are courses covering 12 years plus Kindergarten. All plans lead to high-schools graduation, usually at age 17 or 18 and vocational education is an integral part of secondary education.

#### B.3.2.2.3.1 **Primary Education**

"Elementary Education" is in vogue in U.S.A. to denote 'Primary education'. Education in the United States at elementary level is free and also compulsory. In general, youngster from seven to sixteen years of age must attend school, although the exact requirements vary from State to State. Ninety-nine per cent of all elementary school age children are enrolled in schools. The vast majority of these pupils attend public schools.

Despite early interest in education, public schools in America got off to a slow start. Though the "Old Deluder Satan" Act of 1647 required the establishment of elementary and secondary schools, various factors, however, delayed the actual development of public schools for almost two centuries. The factors responsible for the delay are: many people saw little practical value in

education; members of ethnic or religious factions feared that a public system of schools might threaten their identity, and the general reluctance to pay taxes to educate other people's children. Wealthy families sent their sons and daughter to private schools and consequently did not feel the need for publicly supported institutions. Gradually, however, the idea of free public education gained acceptance for the public schools and the first organisations, which could be recognized as public schools appeared in the early nineteenth century. Cincinnati founded its public schools system in 1825 and Chicago opened its first public school in 1830.

#### **B.3.2.2.3.1.1 Early Childhood Education**

The pre-primary education institutions (the nursery school and the Kindergarten) constitute so to speak the preliminary units of the 'elementary school' and consequently it is considered more appropriate to speak of 'early elementary education' or 'early childhood education' than of 'pre-primary education'. The Office of Education, a Federal agency founded in 1867 to promote and encourage educational development throughout the country, has given leadership to programmes of early childhood education and

has had on its staff specialists to help the States and local school districts in the development of educational programme for young children.

The nursery school is for children aged 3 to 5 years and the Kindergarten for children aged 4 to 6 years; the term "primary school" comprises the nursery school, the Kindergarten and the first three grades of the elementary school; the term "elementary school" usually embraces the education given in the nursery school, the Kindergarten and the six or eight grades of the elementary school (that is, children up to the age of 11 to 13 years).

The following are the different types of establishment for the education of children aged from 3 to 6 years.

- (i) The Kindertartens an establishment operated under public or non-public auspices; and usually enrolling children 5 years elementary school. Some establishments admit children at 4 years of age and keep them for two years. The Kindergarten, now more than a hundred years old, was established under private auspices and by 1870 certain



States had incorporated it in their education systems and today all States have Kindergarten;

- (ii) The Nursery School; an establishment also public or non-public, enrolling prior to the Kindergarten, children 3 and 4 years old. It was introduced in the United States towards 1920. Originally child development centres, which were financed by private grants and were later, developed by means of federal funds
- (iii) The Cooperative Nursery School of Cooperative Kindergarten; a nursery school or Kindergarten adopted to serve parents in guiding the education of children in a continuous group experience under a specially qualified teacher. Parents who participate in various ways administer the school;
- (iv) The Nursery School and Kindergarten in a Child Development Laboratory; a child development centre operated by a college or university for the purpose of research, which later often enables new methods to be evolved and demonstrates how, in such fields as psychology,

education, home economy, sociology and medicine, and knowledge of human growth and behaviour is inter-related;

- (v) The Play Group or Play School; a neighbourhood group meeting under a teacher, who guides the children's early socialising experience through play and learning is the essence of the play school;
- (vi) The Nursery School and Kindergarten for Exceptional Children; a place for meeting specific physical, mental or social needs of special children which may assist in early diagnosis; and
- (vii) The Guided Observation Nursery School/Kindergarten for parent Education; a place where parents bring their children for a morning and the children have a group experience with other children of the same age while the parents watch teachers guide their learning. Then follows a discussion with a parent education leader on aspects of child development.

As a great percentage of nursery schools and Kindergartens are under private auspices, it became necessary to establish

standards governing the organization of these establishments. Many States have a plan of state registration and accreditation and their State Departments of Education give consultant services and have responsibility for evaluating the quality of private and public nursery and Kindergartens.

#### **B.3.2.2.3.2 Elementary Education**

Elementary education is mainly a state responsibility. The Period of elementary education is six or eight years. It is followed with six years by six-year secondary education or eight years by four-year secondary education.

The aims of elementary education are stated in the curricula. In United States educators think in terms of continuity of objectives throughout the entire programmes for education at all levels. However, specific goals are defined in the courses of study for each of the subject areas.

Despite the fact that curricula are worked out separately in the States and at the local level, the objectives set are basically the

same Nationwide: (i) to develop physical and mental health; (ii) to give moral training and education for citizenship; (iv) to impart basic knowledge and skills; (v) to develop intelligence and individual aptitudes; and (vi) to prepare for practical life.

Study guides or teacher's guides usually contain suggestions, but no single method is prescribed. Emphasis is laid upon the need to adopt the method to the class and to the teaching situation. Flexibility and creativity on the part of the teachers are encouraged. Elementary and secondary education is mainly a state responsibility. Each State and the District of Columbia has a system of free public schools, established by law, with courses covering 12 years plus kindergarten. There are following structural patterns in common use: -

#### **B.3.2.2.3.2.1 The K 8- 4 Plan**

Meaning Kindergarten plus 8 elementary grades followed by 4 high school grades;

#### **B.3.2.2.3.2.2 The K 6- 3- 3 Plan**

The Kindergarten plus 6 elementary grades followed by a 3- year junior school and a 3- year senior school;

**B.3.2.2.3.2.3 The K 5-3-4 Plan**

Kindergarten Plus 5 elementary grades followed by a 3- year middle school and 4- year high school.

All plans lead to high school graduation, usually at age 17 or 18.

Vocational education is an integral part of secondary education.

Some states also have 2-year colleges in which the education is provided at a normal cost. Each state has delegated

A large degree o control of the educational programme to local school districts (number of these were 14,881 in school year 1993-94), each with a Board of education selected locally and serving mostly without pay. The school policies of the local school districts must be in accord with the laws and the regulations differ from one jurisdiction to another, in general it may be said that school attendance is compulsory from age 7 to 16.

**B.3.2.2.3.3 Secondary Education**

Generally secondary level education is from grades 7 to 12. Pupils normally enter these grades at the age of 12 years and graduate at the age of 18 years. Some of the secondary schools enrol pupils from grades 9 to 12 and the age for entering and for graduating is respectively 14 and 18 years. There is no minimum or maximum age. About 90 per cent students go to support public schools, and 10 per cent attend schools, which are privately supported, most frequently by the Churches. The school systems are different in different States and are organized to provide schooling on a 6-3-3, 6-6 or 8-4 basis and therefore, the secondary schools are of four types: (a) the three-year junior high school; (b) the three-year senior high school; (c) the six-year secondary school; (d) four-year high school. The trend is towards an increase in the number of secondary schools organized on the 6-6 or 6-3-3 pattern. Education is generally provided for all children upto the statutory age (mostly 16 years). By "all" is meant that no child is excluded for reasons of race, creed, colour or physical or mental ability. Secondary education is the responsibility of the States and each of the fifty States controls its own school system, delegating many controls to local school districts. Each local school district has its own educational philosophy in accordance with which its aims are determined. Guidance in regard to aims is also supplied by

regional associations, national subject matter organizations, and national educational organizations as well as by colleges, universities and the Office of Education. In U.S. Secondary education "comprehensive high school" requires special mention. The comprehensive high school is a distinctive feature of American secondary education. It offers all types of special education, combined in the same school. All students take required core courses, such as English, social studies, science and mathematics and as electives they choose the course required to meet the needs of commercial, technical, agricultural or home economics training. James B. Connate, former President of Harvard University has said:

"The comprehensive school is characteristic of our society. It offers in one spot secondary education for almost all the high school children of one town or neighbourhood. It educates the boy who will be an atomic scientist and the girl who would marry at 18; the prospective captain of a ship and future captain of industry. It educates the bright and the not so bright. It provides good and appropriate education, both academic and vocational, for all young people within a democratic environment which the American people believe serves the principles they cherish". In U.S.A. the most of the private elementary and secondary schools

are affiliated with religious denominations. In 1993-94 there were 7,114 Roman Catholic elementary schools with 1.86 m. pupils and 112,000 full or part time teachers.

Most of the secondary schools in U.S.A. are affiliated with religious denominations. In 1993-94 there were 1,231 Roman Catholic secondary schools with 585,000 pupils and 45,002 full and part time teachers.

Summary of statistics of regular schools (Public and Private) teachers and pupils for 1993-94 (compiled by the U.S. National Centre for Education Statistics), is as below:

Table No. T-10

Elementary Schools			
School by Level	No of School	Teachers (In 1000)	Enrolment (In 1000)
Public Schools	62,726	1,510	28,533
Private School	23,543	262	4,280
Secondary School			
Public School	22,733	995	14,943
Private School	10,555	104	1,191



Higher Education			
Public School	1,625	575	11,189
Private School	2,007	251	3,116
<b>Total</b>	<b>123,189</b>	<b>3,697</b>	<b>63,252</b>

Note: School with both elementary and secondary grade are counted twice, once with the elementary and once with secondary schools.

#### B.3.2.2.4 School Curriculum

Curricula and syllaby are left to the freedom of principals and teachers. States have the power to issue curricula but the responsibility is usually delegated to the local school authorities. Curricula and syllabi vary greatly from State to State and from place within States. These differences in curricula bear no relation to pupils' sex or to ethnical or denominational groupings, in all of which matters of freedom are protected. Supreme Court decisions have eliminated religious instruction from public schools, and have declared illegal segregated public schooling. The great differences in curricula are between small and large schools as well as between rural and urban ones.

There is no authority responsible at the national level for preparing syllaby; each State has the authority to impose observance of its recommendations concerning curricula. The board for education through superintendent of schools generally uses this authority.

The Local School Systems develop their own syllabuses with aid from State Department of Education, Universities etc. A Planning Council is constituted consisting of representatives from different groups such as teachers, city and county superintendents, curriculum consultants, parents teachers association etc.

Various ways have been adopted for achieving liaison between primary and secondary syllabuses. The Central Curriculum Planning Committees are composed of both elementary and secondary school representatives. The representatives of another level review curriculum prepared by the representatives at one level. Sometimes representatives of primary level serve on the committees of secondary level and vice versa. Similarly the requirements of higher education also affect the programme of the secondary schools to a considerable degree. In this way a continuum is maintained in the curriculum of the entire educational systems.

Secondary schools provide a core curriculum for the students of grades 7-9 and this provision is made to include all subject matter pertinent to the development of broad units of work. For other grades, syllabuses are developed subject by subject and in addition to the minimum subject objectives teachers provide educational experiences appropriate to the maturity level of the pupils.

Curricula are not built on a fixed pattern. Related subject matter is frequently grouped as social studies (Geography, History, and Civics), as language arts (reading and literature, handwriting, spelling, oral and written expression) and as arithmetic and science and as the arts.

For the most part curricula are suggestive rather than mandatory in some States. The law requires that certain subject-State history, for example- be taught in the school.

In the situation one may wonder how the student gets admission in another school of the same State or school of a different State in the event of transfer of his parents or due to some other reason when there is so much diversity in the curricula. The solution lies

in the fact that the receiving school usually accepts him, at least on a trial basis, at the grade level indicated by the records of the ending school, whether or not the curricula of the two schools are exactly comparable; adjustments are made after studying child in the new situation. Since the curricula is not issued by a Federal Authority; the system is very decentralised and courses of study vary from State to State from community to community and to some extent from school to school. The education authorities of each State make available, curriculum guides for the use of local authorities, which develop their own curricula within the framework of state wise requirements. In the preparation of curricula the State Superintendent for Public Instruction appoints a committee consisting of members of the profession, businessmen, and community leaders. It includes teachers and administrators also. The concept of continuous curricula revision is generally accepted throughout the United States as essential to a dynamic education programme, which makes possible due consideration of changes in living condition. Curriculum research is carried out by a large number of institutions such as American Educational Research Association of the National Education Association; the U.S. office of Education; the State Departments of Education, the Local School Authorities; the national

Committees, the Professional Organisations; the Research Institutes; the Research Laboratories; the Institutions of Higher Education and the Independent Foundations etc.

#### B.3.2.2.5 **Examination System**

Examination, promotion and certification policies, concerning promotion from one grade or level of the system to the next depend on state or district decisions while the practice of holding students back to repeat a grade after unsatisfactory performance is not in common, the desire to maintain attendance and extend it through the high school years has in places resulted in widespread automatic promotion that is, moving students along with those of their own age, especially at the elementary school level.

In public elementary and secondary schooling, local districts generally determine and maintain standards, but in view of recent growing concern over the quality of education, especially in high schools, the state involvement has been increasing. Acquisition of a high school diploma does not always require a formal examination but rather attendance and a satisfactory record of

school achievement as determined by the school or the district, subject to requirements. High school graduation is usually sufficient to ensure admission to state college though in some regions a qualifying examination may be necessary.

In the absence of any national public exam systems and of consistency among the exam system those states which do offer them, standards vary. Two private non-profit organisations are influential in this matter.

Recent years have seen a move towards setting state criteria for the high school diploma, generally in the form of minimum competency requirements. About 20 states currently assess the standards for high school graduation or have stated their intention of doing so, while another 10 or so implement this through local districts. Though federal activity has no formal authority in such matters, initiation of the National Assessment of Educational Progress a few years ago resulted in periodic announcement of average achievement levels in various subjects and grade levels by national sample of students. This serves to provide potential by influential performance criteria for the various assessment efforts at state and local levels. \*29

#### B.3.2.2.6 **Teacher Education**

In 17th century, the missionaries in U.S.A. based on their European experience started seminars for schoolmasters. The first pedagogical seminar was opened at Kathleen in 1619; one in 1684 followed it at Rehems. Another seminar was held in 1696 at Hulk. The beginning of professional teacher training was made in the 19th century by opening of Normal schools. In the 20th century setting up of colleges and university departments for teacher training has brought out most of the reforms in teacher education. There are four types of teacher education institutions in U.S.A.

##### B.3.2.2.6.1 **Normal schools:**

The first Normal school was established in the Year 1823 by Samuel at Concord, Vermont followed by James in 1827 at Lancaster, Massachusetts.

In the beginning, the training was of one year for elementary school teachers, then the course was changed to two and then three years, then the schools became the teacher' colleges and

offered a four-year course leading to Bachelor's degree and now leading to a Master's degree in education.

#### B.3.2.2.6.2 **Teachers' Colleges:**

As a result of the improvement of professional courses and need for secondary school teachers, the normal schools have been changed over the teachers' and awarded degrees from two to four, or in some cases five years. Some of the colleges award Master's and Doctoral Degrees too. The teaching programme includes general education, professional education in teaching, practice in teaching, specialisation in the field of teaching.

#### B.3.2.2.6.3 **Departments of Education:**

As result of expansion of school education, some arts colleges added a department of education for the preparation of adequate number of teachers. Some of the universities have also departments of education. University of Law was first to start the Department of education in 1873. These departments do



research in methods of teaching and provide advance courses for teachers and educational administrators; and

#### **B.3.2.2.6.4 Schools or Colleges of Education:**

Most of the universities have established schools or colleges of education. In such institutions students are accepted from the first year and they pursue general course for B.A. degree along with the courses in education, which includes some hour for practice of skill in teaching. Michigan University was the first to make such arrangements. At the end of course the students are awarded B.A., M.A., Ph.D. or D.Ed. degree depending upon the duration of the courses attended and examinations passed.

#### **B.3.2.2.7 Adult and Non-Formal Education**

Non-formal education in the United States presents a bewildering array of different activities for adults. It is provided by public and private agencies, by employers and labour unions, by profit making individuals and religious and secular philanthropic

groups as well as by schools and colleges in their extension or continuing education programmes for adults. They cover such activities as adult basic education (for literacy, and high school equivalence), post secondary (non-collegiate studies, business and consumer education, as well as a range of hobby, craft, artistic and recreational activities. Estimates of the number of persons involved in such lifelong learning activities are uncertain. A federal study found that 7,500 firms with over 500 employees spent US \$2 billion on direct personnel training and development activities in 1975. The Civil Service Commission reported half a million workers involved in some kind of education at an annual cost US \$ 125 million. But these figures represent only a small proportion of the numbers and kind of non-formal education.

The reason for this vague picture of adult education can be found in the following:

1. The development has been largely invisible, partly because the education of adults is not considered a Central Part of society's educational venture;

2. Most of the adult education is sponsored by the non-educational organisations-churches, business; industries; community groups, voluntary associations, and government (including military);
3. The instructions provided by these organisations are usually intended to further their own distinctive aims rather than to be a public educational service;
4. Discrepancies between criteria of adulthood-a large proportion of college students both graduate and undergraduate, are married, have children and are in part self-supporting; and
5. The use formal educational institutions as in-service training agencies for the professionals.

Therefore, it can be said that the distinction between the non-formal education for adults and formal education has become ambiguous in U.S.A. In the United States, adult education has first roots extending back several hundred years. The best-known organisations being the men's clubs organised by Benjamin Franklin in 1727 for discussion of ideas and current events. By the 1830's there were hundreds of subscription

libraries, reading rooms, debating clubs and other lecture services directed towards the education of adults. The first public evening school was established in 1810, followed by New York City in 1833 and in the West, San Francisco in 1856 in Cincinnati.

### **Concluding Remark**

Education system in India has undergone sea change in its journey from Gurukuls to open schools. These two educational systems present two extremes. In ancient Gurukul system the disciple was obliged to stay in the Gurukul continuously for a number of years before the completion of studies. On the contrary, in the modern open school system the student is seldom required to stay on the premises of the school. In between the two extremes, the system of education gradually adopted variety of patterns during Mughal, British and Post Independence period. While different patterns and structures of education, ranging from Gurukul to open school are based on the need of the day and requirements of the society, it is an accepted fact that the education system of modern times necessitates more use of libraries. Educational experts and Administrators in our country have paid due attention towards the necessity for setting up

library in each of Senior Secondary School. Delhi School Education Act 1973 have a distinct provision to the effect the library is an important component for granting recognition to a Senior Secondary School. Most of the states adopt the similar pattern. In the Chapter-D, details of such provisions and recommendations, made by different Committees and Commissions have been discussed in detail.

The broad outlines of pattern and structure of School Education in India, U.K. and U.S.A. have been presented in the forgoing pages. The facts presented therein reveal the concern of the Central as well as State governments for educating the teeming millions.

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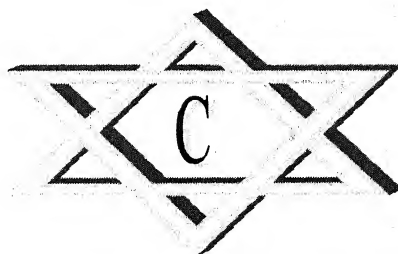
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# Chapter



## **CHANGING ROLE OF SCHOOL LIBRARIES.**

- C.1 Introduction**
- C.2 Change in School Education**
- C.3 Library Cooperation & Resource Sharing**
- C.4 Teaching – Learning Process & Libraries**
- C.5 Library as Instructional Material Development Centre**
- C.6 Pre-service Training for School Librarians.**
- C.7 In-service Training for School Librarians.**
- C.8 School Libraries in N.C.T. of Delhi.**

## Chapter - C

### **CHANGING ROLE OF SCHOOL LIBRARIES**

#### **C.1 Introduction**

Libraries are part of our nation's information infrastructure and librarians are its navigators to help. In the present scenario of information explosion all over the world, libraries have major role to play. In the context of school libraries, the basic purpose is to make books and other reading material available to teachers and students.

The school library is a part and parcel of a school set up. It is a social institution where knowledge is acquired, processed and disseminated to the users in such a way that right information reaches the right users at right time. It plays a very important role in helping the educational system to achieve its goal.

The methodology of teaching is rapidly changing in the age of Science and Technology. These days stress is being given to vocational education, self-study and learning. Therefore, the role

of school libraries has been changed. In present scenario school libraries should act as learning laboratory for school students by providing them a variety of instructional material essential for optimum support of the educational programme. It should provide an opportunity to students to work with ideas intelligently. In addition to educational material, the school libraries provide literature for character building and recreation. The aim is to enable a school to achieve its goal of educational excellence. In other words without having a school library no one can expect improvement in school education. The school library should act as an academic laboratory for school students and a school librarian must act as a guide for the students.

The changing role of school libraries in the present scenario indicates that the library, being a social institution, is set up by the society to serve the ends. A school library is often considered as a routine requirement, without recognizing its importance in learning process and in the promotion of reading habits among the school children.

Ministry of Education, Govt. of India, issued a document entitled "Challenge of Education: A policy prospective" in 1985 to form "a

basis for a national-wide debate which could facilitate the formulation of new education policy" As a result of debate, Government of India announced new education policy in 1986. According to it "The availability of books at low prices is indispensable for people's education. Efforts will be made to secure easy accessibility to books for segments of the population. Measures will be taken to improve the quality of books, promote the reading habit and encourage creative writing and good translations of foreign books into Indian language."

J. Lieth Wilson, an eminent educationist of British India, had very clearly put forth the meaning and potentialities of a school library in India, as under:

"A School library means for the child a New World of spiritual - cultural adventure; it means for the teacher untold increase in the resources and power; it means for the school a new atmosphere of learning, a new vision of intellectual things; it means, for the home, elements of common interest and the development of habit of reading for its aesthetic value alone; it means, for the public library a growing clientele of intelligent patrons, for unless the habit of reading is inculcated in the child

at school, there would be little or no demand on the part of the adult for a public library."

In the words of Dr. S.R. Ranganathan, "The result of modern- re-thinking on education is to make the library the heart of the school radiates and by which it all gets irradiated."

National Policy of Education (NPE) of 1986 and 1992 and their Programme of Action have given a great deal of importance to School libraries. It was realized that childrens' libraries form one of the essential ingredients for the release of the child's intellectual curiosity and foundation for building into the adult tomorrow, the habit of reading and thereby equipping him with the key to the ever expanding frontiers of knowledge. It is mentioned that special attention will be paid to the production of quality books for children, including textbooks and workbooks.

Together with the development of books, a nation-wide movement for the improvement of existing libraries and the establishment of new ones will be taken up. Provision will be made in all education institutions for library facilities and status of librarians improved.

### C.1.1 Present Position of School Libraries

According to Sixth All India Educational Survey, 1993-97(11) conducted by NCERT the position of school libraries in India is as follows:

Table No. T-11

Stage-wise Schools Having Library Facilities according to Management.

Stages	Management	Total No. of Schools.	Schools having Libraries	Percentage of Schools having Libraries
Primary	Government	254606	113912	44.74
	Local body	270806	99873	36.88
	Private-aided	21557	10625	49.29
	Private-unaided	23486	6752	28.75
	<b>Total</b>	<b>570455</b>	<b>231162</b>	<b>40.52</b>
Upper Primary	Government	74797	47336	63.29
	Local body	54556	26183	47.99
	Private-aided	15520	11273	72.64
	Private-unaided	17933	12948	72.20
	<b>Total</b>	<b>162805</b>	<b>97740</b>	<b>60.04</b>
Secondary	Government	24559	19115	77.83
	Local body	7401	5301	71.63
	Private-aided	23060	19701	85.43
	Private-unaided	10544	8763	83.11
	<b>Total</b>	<b>65564</b>	<b>52880</b>	<b>80.65</b>



Higher Secondary	Government	9136	8017	87.75
	Local body	889	773	86.95
	Private-aided	10646	9865	92.66
	Private-unaided	2991	2691	89.97
	<b>Total</b>	<b>23662</b>	<b>21346</b>	<b>90.21</b>

The above table reveals that the corresponding percentage of school libraries also goes up as the stages of school goes up, i.e. primary it is 40.52%, Upper primary 60.04%, Secondary 80.65%, Higher Secondary 90.21%.

Though we find that the number of school libraries at secondary and senior-stage is sufficiently high, yet we find that trained librarians are not manning them and the position is almost the same as was described by Mudaliar in his report. According to sixth All India Educational Survey, 1993-97 (12) conducted by NCERT the position of librarians in secondary and higher secondary schools in India is as follows:

Table No. T-12

State-wise position of Secondary & Sr. Secondary Schools having  
Librarians in India.

S No.	State/ U.T.	Total No. of Schools	Schools having Librarians			
			Full Time		Part Time	
			Trained	Untrained	Trained	Untrained
1	ANDHRA PRADESH	8251	872	623	95	249
2	ARUNACHAL PRADESH	140	34	1	0	5
3	ASSAM	3509	32	92	26	262
4	BIHAR	4539	193	207	41	313
5	GOA	389	66	29	49	73
6	GUJARAT	5603	1153	37	22	46
7	HARYANA	2711	181	44	14	36
8	HIMACHAL PRADESH	1266	152	16	5	25
9	JAMMU & KASHMIR	1281	242	198	7	23
10	KARNATAKA	6256	618	207	154	185
11	KERALA	2481	72	96	74	1006
12	MADHYA PRADESH	5684	378	376	51	220
13	MAHARASHTRA	12209	993	170	612	391
14	MANIPUR	507	21	36	7	100
15	MEGHALAYA	418	9	10	3	50
16	MIJORAM	253	0	1	0	17
17	NAGALAND	188	0	0	0	40
18	ORISSA	5693	231	432	67	856

19	PUNJAB	2898	455	35	14	29
20	RAJASTHAN	4534	3291	120	42	134
21	SIKKIM	89	5	25	0	3
22	TAMIL NADU	5635	274	314	52	464
23	TRIPURA	489	22	5	0	7
24	UTTAR PRADESH	6844	1039	1156	219	347
25	WEST BENGAL	5852	730	151	31	160
26	A.& N. ILANDS	72	65	0	0	0
27	CHANDIGARH	111	63	3	4	3
28	D & N HAVELI	15	5	0	0	0
29	DAMAN & DIU	31	4	1	0	0
30	DELHI	1236	1086	20	11	5
31	LAKSHDWEEP	12	12	0	0	0
32	PONDICHERY	130	76	11	0	1
	INDIA	89226	12372	4416	1573	5050
			13.87	4.95	1.76	5.66

The present position of school libraries is very poor in India. The Sixth All India Education Survey of N.C.E.R.T. reveals that school libraries in India are not receiving due attention in school education system. There are 89226 total Secondary & Sr. Secondary Schools in India having full time 12372 librarians. There is only 13.87% of Secondary & Sr. Secondary School having full time librarians where as the corresponding percentage of Secondary & Sr. Secondary is 92.21%. This figure reflects that school libraries in the system of school education are being neglected. Their resources in terms of accommodation, reading material and staff are very inadequate in relation to the demand. In the system of school education the libraries receive the lowest

priority. The survey also shows that the position of school libraries is worse in the rural areas in comparison to urban areas. There is an urgent need for improvement in school libraries in India. There are a few schools have a single room library without proper library furniture.

There is shortage of juvenile literature in Hindi, and regional languages. Moreover, the present system of acquisition of reading material in the school library is defective. In the libraries of Government and Government Aided school situated in N.C.T. of Delhi, the lists of approved books are sent to the schools by the authorities and the school librarians have to procure the books for their school libraries out of these approved lists. It has been observed that the books in the approved lists do not meet the need of the school students and teachers and therefore they remain unused.

Due to inadequate staff, school libraries have close Access system for students because there is always apprehension for loss of books, and in case of damages or loss of books the responsibility is fixed on the school librarian to the extent that he/she has to make the payment for the loss of books. Due to the high cost of

library processing tools i.e. Catalogue Code, Catalogue Cabinet and Classification Schemes and inadequate funds and insufficient staff in school libraries, the collection is lying unprocessed.

A large number of teachers do not find the necessity for school library, as their reading is confined to the single textbook. Teaching in the schools is dominated by close adherence to the prescribed textbooks. It is one of the overwhelming causes tending to delay in the provision of good libraries. In an advance country like U.S.A. this factor has been recognised as a potential cause limiting the provision and use of library resources in the schools.

It has been observed that the teachers, who come with the students in the library period, do not take interest in library periods and do not try to bring the books and students together. They are always seen busy in reading newspapers, magazines, chatting, with other colleagues and are doing some other work during the library period, because they presuppose this very period as their free/entertaining period, while on the other hand during the period, the librarians find themselves busy in issue

and return of library books as each student of the school has only one library period in a week. Even some of the students don't know the purpose of having a library period. Generally, these library periods are also curtailed for games period or for teaching other subjects for hurriedly completing the syllabus.

There is lack of reading habits among school students. It has been observed that one of the main reasons for the lack of reading habits among children in these schools is inadequate collection in school libraries. The School librarians find themselves helpless due to financial constraints neglect from school authorities and lengthy procedures for purchasing books from the sanctioned budget. School librarians are generally considered less burdened in the eye of school authorities and most of the time school librarians are assigned other non-professional jobs and substitute for absent teachers.

## **C.2 Changes in School Education**

In view of the changing philosophy of education and also in order to bring improvements in the system of education, Government of India appointed Education Commission (1964-66) under the

chairmanship of Prof. D.S. Kothari. On the basis of the Report of the Education Commission, the Government of India adopted a new Education Policy in 1968. Thus ten plus two (10+2) education system was introduced. It was hoped that this system would help relate educational objectives to life, needs and aspirations of our people. The attempt has been to make education meaningful and play an effective role in the growth and development of Indian society. The aim was to produce young men and women, who are deeply committed to the national development and service to the nation. The policy that was adopted in 1968 was imaginative and purposeful but the resources made available for educational reform were totally inadequate and the steps undertaken to implement the policy were half hearted. Therefore, it is not surprising that the desired improvement did not take place.

Progress of a country mainly depends upon the education of its citizens. Education can be of two types-formal and non-formal. Formal education is strictly oriented towards textbooks. But after 1966 the trend in the educational sphere has changed from the formal to non-formal one. The changed system of education has demanded a network of libraries, which play an important role in

moulding the character of the people of the country. For this purpose reading habit has to be created and encouraged among children in their early at age of life. In order to create this habit, every school must be provided with well-equipped library.

#### C.2.1. **Multi-Grade Teaching**

Multi-grade multilevel teaching is a universal problem. Most of the schools being 2 teacher and 3 teacher schools, the teaching and learning time available to the children becomes meagre and hence the children receive very limited and negligible amount of learning. The teachers also face a lot of problems in creating a continuous learning situation as well as classroom management. Hence, there is an important need for making teachers highly resourceful and capable of addressing the problems of multi-grade\multilevel teaching to provide each child a better learning environment, to promote an effective interaction between the children, teacher and parents and to facilitate more of learning time through self learning, peer group learning, and use of libraries.



### **C.2.2 Integrated Education**

Education for children with mental handicaps has undergone significant changes. From segregated residential placement the momentum now has a swing towards integrated education placement. Researches indicate that children with mental handicaps show significant gains in social and academic skills if placed in integrated education environment.

Historically, the concept of integrated education was recognised in India in 1960's when the Kothari Commission recommended the need for integrated system. However, the Project on Integration Education (PIED) was launched by N.C.E.R.T. in 1987. In 1992 UNESCO Conference, a declaration was made urging all governments to adopt Principles of Integration as a matter of law or policy. The Government of India, in 1996 responded by introducing Disability Bill. Recently, DPEP (District Primary Education Programme) has introduced education as part of its policy.

### C.2.3 Co-operative Learning

Co-operative learning is a method of promoting learning through student co-operation rather than competition. Essentially, students work together to seek solution to the problems instead of competing against one another. Through Co-operative learning, students develop more positive attitudes towards a subject area than they do through competitive learning.

In one classroom, where a large number of children have to be handled, children can be taught with the help of co-operative learning in which students help each other to learn.

In a typical co-operative learning system, students are divided into groups and work together to master an assignment lesson. Usually, students are tested individually on their mastering of the subject matter, but the rewards are based on group accomplishments.

Co-operative learning has been suggested as a technique for aiding in the mainstreaming of mild to severely handicapped students. The students identified as learning disabled and

emotionally disturbed often lack and social skills that are necessary for positive peer interaction. Co-operative learning provides an arena for observation of peers and development of pro-social skills as well as helping all students improve academically.

Co-operative learning methods can aid in making learning more beneficial to students, since the knowledge and experience of several students can be used. Co-operative learning groups can also promote the problem solving skills. Heterogeneous groups can help ensure that each student has understanding of the subject matter without taking valuable time teaching the less able students.

Co-operative learning is a method of effectively using students groups in a classroom. The primary elements involved in this technique are: Positive interdependence; or the feelings that individual goal attainment relies on the performance of all group members, individual accountability, face to face interaction with the peers, use of pro social skills and groups processing of a given academic task.

#### C.2.4 **Peer Tutoring**

When one student teaches another student, this is called peers tutoring. Peers' tutoring is a method of offering individual instruction in the regular classroom by using peers (or Classmates) to teach target students. The student- teachers are the Tutor and the student being taught is the Tutee. The tutor helps the tutee learn, practice, or review an academic skill.

Researches show that both the tutor and the tutee are benefited through peer tutoring. The tutee is often able to learn more effectively from fellow student than from the teacher. The other advantages of peer tutoring are that the tutor models appropriate academic and non-academic behaviours of the tutee, and the relationship between the two students offer both opportunities to build social relationships within the classroom.

#### C.2.5 **Vocationalisation of Education**

A centrally sponsored scheme of vocationalisation of education at secondary level was started from Feb 1988. Under the scheme, financial assistance has been provided to state

government/Union Territory Administrations for introduction of vocational courses in schools at the +2 stage. It has many components including conduct of area vocational survey so that vocational courses to be introduced in selected institutions are need based, preparing curricula and course material, organising training of teachers, providing apprenticeship training and modification of recruitment rules to enable students from vocational stream to find employment in the organised sector.

In order to respond to the changing time, the National Policy on Education (NPE 1986) and its amended version of 1992 also spoke the importance of computer education as under:

“As computers have become important and ubiquitous tools, a minimum exposure to computers and a training in their use will form part of professional education. Programmes of computer literacy will be organised in a wide scale from the school stage.”\*

### **C.3 Library Cooperation & Resource Sharing**

Co-operation implies a partnership in which each participant has something useful to contribute as well as to receive from others

and there is willingness and ability to make available when needed.

A properly co-ordinated Library co-operation grid can help in improving library services and hence fulfilling five laws of library science.

Now a days, Library Co-operation does not imply only sharing of books but also sharing the library functions, expertise, staff, and technical and physical facilities.

The concept of Library co-operation is so old that its origin probably cannot be traced easily. There is a evidence that the library at Pergamum obtained reading materials from the library of Alexandria around 200 B.C.

#### C.4 **Teaching Learning Process and Libraries**

In recent years the dynamic method of teaching have been introduced in the school curriculum. Its aim is not merely imparting knowledge but also to inculcate desirable value, proper attitudes and habits of work in the students. In this way the duties of school librarian and school libraries have become

multifaceted. School library has to support the teaching and learning process in the school by providing audio-visual materials, reading guidance etc. to pupils.

Today, computer has revolutionised the modern education. The introduction of computer literacy programme has opened vistas in joining the libraries, pupil and teachers in one chord.

Libraries are part of our nation's information infrastructure and Librarians are its navigators to help. In the present environment of information explosion, all over the world libraries have a major role to play. In the context of school libraries, the basic purpose is to make books and other reading material available to teachers and students. So far the guiding principle was 'every reader has to get his/her book', but now 'every book has to get its reader' is required to be achieved.

After home the most conducive place to start learning is the school and specifically its library. The library is the hub of the school where creative ideas can germinate. No doubt the electronic media, television and video have taken the place of books as a means of occupying the students leisure hours, yet if a

student wants to enrich his/her knowledge, sharpen his/her intellect and refine his/her sensibilities, there can be no better way than to delve into the rich heritage of writings of the human being and develop a real love for books and reading.

To make students aware of the importance of the library and to allow them to utilise its full potential, they must be educated about the working of a library and the system being used there. A simple and short orientation describing the basis of classification, cataloguing and arrangement of books on the shelves, is a necessary exercise every year for all new students.

It is also essential that all books should be classified, catalogued and labelled before they are put out for circulation. Shelf reading should be a regular feature by the library staff. All shelves should be clearly marked describing the contents.

Reading habit has to be encouraged in the early years of life. Some schools are in a fortunate position to have separate libraries for junior classes. The physical set up of the library plays an important role to attract the students to books. Children must be taught to love and respect books and treat them with care, but



they must be given the opportunity to handle them freely and enjoy the feel and presence of books around them.

A librarian will naturally have to make regulations to govern the working of the library, but there must be a built in flexibility in the application of the rules; appreciating the difference in the reading habits of the users; allowing voracious readers to come at off times or to take out more books than are normally allowed, so that their appetite for reading is fully satisfied. In fact, apart from the usual weekly library period allotted in the timetable for each class, a good librarian must always tries to ensure that the library and its services are available to the students when they have free time. This is especially important for the students of senior secondary classes, to prepare them for independent study and self-learning techniques, which they will need at college.

The library should have a section devoted to films, slides, maps, charts, posters as well as hardware in the form of T.V., V.C.R., slide and film projectors, overhead projectors, and computers. If possible, Internet facility also, so that the library develops into a Resource Learning Centre where both students and faculty can explore new paths of learning.

There are many programmes a librarian can introduce with the help of teachers to motivate the students to read, such as:

1. For the young ones “story hours” is always a welcome treat specially when told with puppets.
2. Preparation of wall magazines, wall newspapers, students’ writings, their cartoons and illustrations, which help to develop creative thought and expression.
3. Arranging book fairs in the school. These book fairs give parents and teachers an opportunity to see what is available in the market without having to travel from place to place. The response would normally be very favourable. The book fairs encourage students to spend their pocket money on buying books for themselves or as gifts for their friends.
4. Schools can organise book donation drives where students are encouraged to share their books and donate good ones of their own to the library.
5. The students are allowed to participate in the running of their school library. They will take personal interest in its upkeep and development and in the process develop

of books and a reading culture. Students should be represented on the library book selection committee.

6. Good readers should be acknowledged and honoured at the Annual day function.
7. The teacher has a very important role to play in motivating students to read and arousing their interest. For this, the teacher himself/herself has to be familiar with the set up of the library. He/she should be able to give students an extended reading list relating to the topics being taught.

No doubt all the suggestions made above require more funds and trained staff but a beginning can be made and sustained efforts by all concerned can make a school library a place to relax the mind and increase ones knowledge and not just a place for issue and return of books.

#### C.5 **Library as Instructional Material Develop Centre**

In the recent years education system is rapidly changing and hence the school libraries need to be aware of these changes for adapting themselves to the need of the community. The role of

school libraries in the educational programme of school has altered and expanded through the years. Every school library is supposed to function as Resource Centre for supplementary reading material chiefly to support the English course. Gradually they should expand their collections and services to serve the entire curriculum and individual needs of the students. Although the school library provides services to the entire school, its major effort is curriculum support through work with the teachers and students. School library is an extension of the classroom; a place where students can pursue topics related to class activities and obtain information by reading the materials available in the school library.

Due to considerable increase in the number of students in schools, teaching in the school has become one-sided process, where the teacher gives the lecture in the classroom. In such situation school library can solve this problem by providing study materials, which the students can use at their own pace. In present scenario of school education system the role of the school library has been changed and it should help the students in the following ways:

- To provide materials to supplement and enrich work done in subject taught in the classroom.
- To provide the skill and resourcefulness in use of books and encourage the habit of personal investigation.
- To create reading interest amongst students by means of story hour and a library hour.
- To provide guidance to students in the use of books, reference books and other materials, tools of library so that the students can learn how to search material or information.
- To encourage and assist the teachers to teach through the library in consonance with the educational objectives.
- To assist the students in choosing a suitable career by providing vocational information and guidance.
- To guide pupils in their choice for recreational reading and by encouraging them to use what they have learnt for their own good and for society.

In a bid to assess the mode of teaching in schools, one can identify broadly two methods. First method is largely prevalent in western countries. It can be termed as 'Self-made Instruction'

method in which the teacher decides when the children are to consult a textbook. Teacher prepares his/her own curriculum plan and decides which material, printed or otherwise he/she has to use. In such educational system, greater autonomy is granted to individual schools and their teachers. Second method may be termed as 'Programmed instruction' or 'prescribed instruction' method, which is identified with the large-scale use of prescribed for each subject and a teacher is expected to teach it lesson by lesson. The textbook, in fact, symbolises the authority under which the teacher must accept to work. The textbook binds the teacher since it is prescribed and not just recommended by state authorities. Each school child is required to possess his own copy of the textbook prescribed for each subject and he has to carry the entire textbook to the school everyday. Most of the teaching hours are devoted to simplify and interpret the contents of the textbook and familiarising the students with the strong points of a chapter so that it can be easily memorised. Under such system, students are examined strictly within the limits of what the textbooks contain on any topic. At all levels of school education the textbook acts as a substitute syllabus or rather as the operative part of the syllabus.

In most of the developing countries including India, this textbook oriented school education is in vogue. Under such system the role of school library appears to be secondary. It seems that the library is not directly associated with teaching programmes rather it acts as a dispensable accessory in a school's daily routine. However, if we take school education in its broader perspective, the role of school library becomes important as it plays a vital role in developing child's curiosity. It has been rightly said "the scope of knowledge has become too vast to be covered extensively within the boundaries of classroom instruction, superior though the instruction may be. Through the school library, these boundaries can be extended immeasurably in all areas of knowledge and in all forms of creative expressions and the means provided to meet and to stimulate the many interests, appreciations and curiosities of youth'.

#### **C.6 Pre-service training for school librarians**

Library and Information Science Education in India has its tracings to 1911, when the first training course was started in Baroda by W.A. Borden. Asa Don Dickenson, the Librarian of Punjab University also organised a library science training course

of three months duration in 1915. The growth and development of library and information science school became quite steady in the post independence period as it synchronised with the growth of the institutions of higher learning, libraries, documentation and information centres and similar other information systems attached to other developments in library and information science there are at present about 80 universities having the basic BLIS degree programme, about 50 Universities providing for advance training leading to post graduate MLIS programme, and nearly 30 Universities having facilities for research, leading to M. Phil and Ph.D. Besides these, specialized information courses are conducted at two established institutions, i.e. DRTC established by Dr. S.R. Ranganathan at Bangalore and INSDOC. Government Organization at New Delhi.

#### **C.6.1 Levels of Library & Information Science Education in India**

The education framework of LIS in India at present is as follows:

- (a) Certificate or C. Lib. Sc. course of six months/One Year duration sponsored by State Library Associations, State and Central Libraries and some Universities.



- (b) Diploma in Library Science of One & Two years duration sponsored by Universities and Polytechnic Institutes.
- (c) B. L. I. Sc.: first it was earlier named as Diploma Library Science and then changed to Bachelor Degree in Library and Information Science sponsored by Universities and it is of one-year duration, offered by around over 100 universities.
- (d) M. L. I. Sc.: Post Graduate programme of one year duration after Bachelor Degree in Library Information Science, offered by around 85 universities.
- (e) M.Phil.: Full time/Part time. Course of one year/two year duration and after the submission of dissertation; the student is awarded with Master of Philosophy Degree in Library and Information Science.
- (f) Ph. D.: About 50 universities enrol students for Ph. D. full time/Part time degree, which leads to the award of Doctor of Philosophy in Library and Information Science.

#### C.7 **In Service Training for School Librarians**

The school libraries play an important role in achieving the objectives of school education, which are liable to change as and

when needed. The objectives, functions and activities in school libraries also need to change simultaneously.

Manpower is crucial for successful operation of a library. In the present day content knowledge is advancing fast, therefore the serving librarians are expected to acquaint themselves with the latest developments and also to acquire new skills at some regular periodical gap. The need is more felt in the case of school librarians who generally work single-handed under numerous constraints.

#### **C.7.1 Objectives of In-Service Training**

To familiarise the school librarians with the changing objectives of school education.

To familiarise the school librarians with the latest developments in library and information science (LIS).

To update the knowledge of the school librarians about the latest techniques and technologies suitable for running school libraries.

To identify the problems and difficulties faced by school librarians and to suggest suitable solutions.

To develop the feeling of co-operation and resource sharing among school librarians.

To create awareness about the social responsibility of school library.

#### C.8 **School libraries in N.C.T. of Delhi**

The description of the average Indian school library has been provided in the report of the secondary education commission known as Kothari Commission as follows:

“In a large majority of schools in India, there are at present no libraries worth the name. The books are usually old, out-dates, unsuitable, usually selected (Acquired) without reference to the students’ tastes and interests. They are stocked (stored) in a few bookshelves, which are housed in an inadequate and unattractive room. The person in charge is often a clerk or an indifferent teacher who does this work on a part-time basis and has neither a love for books nor knowledge of library technique. Naturally, therefore, there is nothing like an imaginative and well-planned library service, which could inspire students to read and cultivate in them a sincere love of books. What makes this situation particularly difficult is the fact that most teachers and Headmasters and even the educational administrators and

authorities do not realize how unsatisfactory this position is and, therefore, they have no sense of urgency in the matter.”\*

In a large majority of schools in India Libraries are in the charge of teachers who has to look after library besides their teaching job. It is doubtful if they can do justice. But in this matter N.C.T. of Delhi is quite fortunate as most of schools have their own libraries with fulltime-trained librarians.

The Sixth All India Education Survey conducted by N.C.E.R.T. reflects that there is 1236 secondary and sr. secondary schools in N.C.T. of Delhi, out of which 1086 schools are have full time trained librarian. Libraries exist in rest of the schools also, but some time, due to reason or the other, are managed by teachers, in addition to their normal work of teaching. In the absence of professional training in Library Science, and because of other pre-occupations, teachers entrusted with the responsibility of running library services, find it difficult to provide effective library service to students and teachers. But in this regard N.C.T. of Delhi is quite fortunate as most of the schools in Delhi are have full time librarians with professional training in Library Science.

C.8.1. **Delhi Education Act and Rules, 1973**

Delhi School Education Act and Rules, 1973 includes provision of library service as one of the conditions for obtaining recognition from the authority. Rule 51(ii) of Delhi Education Rules further elaborates this condition as under :

“(a) (i) Adequate library facilities, in the case of primary schools and,

(a) (ii) In the case of any other school, a separate room for the library, to be used exclusively for the purpose and on no account such room shall be considered as accommodation available for class teaching.

(b) A reading room attached or adjoining to the library wherever possible.

(c) The library has a stock of books specified by the Director as also books specified by the Affiliating Board and such other books as may meet the needs of the students and of the teachers.

(d) The library has also books suitable for teachers in their professional work and reference work.”

Rule 56 provides that if a school fails to provide any facility specified in Rule 51, an appropriate authority may, after giving to the school a reasonable opportunity of showing cause against the proposed action, withdraw or suspend recognition of a school.

This implies that a school not providing library service will not be eligible for government recognition. By implication, it also means that every Government school should also have a proper library.

Article 42 of the Delhi School Education Rules (1973) provides that the Director may issue detailed instructions regarding the maintenance and use of school libraries. Though provided in the Rules, the Director has not issued instructions for the maintenance and effective functioning of school libraries in N.C.T. of Delhi.

#### C.8.2. **Library Staff**

At present in Government and Government aided Secondary and Senior secondary schools the library is manned by a professionally trained librarian. The Pay scale of School Librarian

(5<sup>th</sup> Pay Commission) is Rs. 5500-9000 and is at par with the pay scale of a Trained Graduate Teacher (T.G.T.). After putting in service of 12 years, a librarian becomes eligible for the senior scale of Rs. 6500-10000, which is the pay scale of Post Graduate Teacher (P.G.T.). The eligibility criterion for recruitment as librarian is Graduation followed by Bachelor Degree in Library Science or equivalent Diploma in Library Science. There is no provision for vertical mobility for school librarians beyond the Selection Scale of Rs. 6500-10,000. Even after the grant of Selection Scale, a school librarian's designation remains the same. There are no posts in the supervisory cadre for librarians at the Zonal, District or Directorate level.

In a Government school there is only one post of librarian irrespective of the number of books and students. As per the post fixation norms, one attendant is admissible if the number of books exceeds 15,000 volumes but, generally, the librarian has to manage the whole show single handedly even in the schools having more than 15,000 books. In the event of the librarian's absence from the school, the library services remain suspended. Moreover, many posts of librarians are not filled resulting in denial of library services to students. Besides, due to inadequate

staff a larger number of school libraries have closed access system for the students because there is always apprehension for the loss of books. In case of loss of books, the responsibility is of school librarian who is called upon to make the payment for the loss or damage of books.

A school librarian remains busy throughout the school hours like other teachers. In the timetable of school, one period per week is allocated to each class for library reading. In the library period the whole class goes to the library and students borrow and return library books. Therefore, the librarian does not get sufficient time for doing other important professional works of the library.

#### C.8.3. **Finance**

There are different sources of funds for the purchase of library reading materials. Provision exists for spending some portion of the pupil fund for purchase of library books. Directorate of Education also releases grant for purchasing of books every year. In addition, there is always the possibility of utilising P.T.A. funds



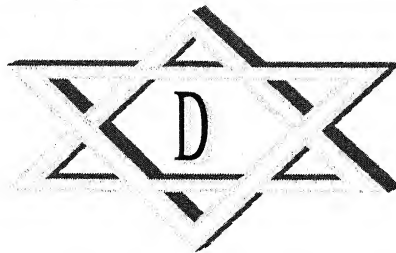
to enrich the school library. But this all is not adequate to build the school library collection.

The survey conducted by the Researcher shows that 56% school libraries have upto Rs.5,000/- , 43% school libraries have upto Rs.10,000/-and only1% school libraries have above 10,000/- annual budget respectively in the N.C.T. of Delhi.

#### C.8.4. **Library Collection**

Number of books in a school library ranges from 1500 to 18,000 volumes depending on the standing of the school. The older and the established schools have bigger library collections in comparison to the recently established or upgraded schools.

# Chapter



## **POLICIES CONCERNING SCHOOL** **EDUCATION**

**D.1 Policies in India.**

**D.2 Policies in N.C.T. of Delhi.**

**D.3 Policies Abroad.**

**D.3.1 Policies in U.K.**

**D.3.2 Policies in U.S.A.**

## **Chapter – D**

### **POLICIES CONCERNING SCHOOL EDUCATION.**

#### **D.1        Policies in India**

##### **D.1.1.        Secondary Education Commission, 1952**

The fourth education commission and the first to be appointed in the post-independence period, was the University Education Commission (1948-49) which reviewed the development of higher education in the country and made proposal for its future expansion and improvement. A similar function for secondary education was performed by the Secondary Education Commission (1952). Which was the fifth in the series. All the five commissions looked at education in a compartmentalized fashion and moreover, no commission had ever been appointed for primary and adult education. There was a strong demand in the fifties and early sixties that Government of India should appoint an education commission to look at education as a whole, including primary and adult education.

D.1.2.        **Education Commission, 1964-66**

Central government appointed the Education Commission, 1964-66 (under the chairmanship of prof. D.S. Kothari and this is popularly known as Kothari Commission) at the initiative of Mr. M.C. Chhagla, the then Minister of Education who entrusted in with the taste of looking at the entire spectrum of education except medical and legal education. This is, therefore, the first Commission in our educational history to look comprehensively at almost all aspects of education. \*1

D.1.3.        **Committee of Members of Parliament, 1967**

A Committee of Member of Parliament was appointed in 1967 to consider the recommendations made by the Commission. In 1968, the Government issued a policy statement on education, the first national policy statement on education formulated by the Government of independent India. It served as the basis for educational development so far until the recent efforts to formulate the educational policies of the country once again. This rethinking dates from 1977-78, and a draft policy document was

issued in May 1979. However, before any effort towards its implementation could be made it was given up.

D.1.4.        **Central Advisory Board of Education (CABE)**

Central Advisory Board of Education (CABE), based on Kothari Commission's recommendations adopted a resolution in its meeting held in November 1974 recommending the introduction of the 10+2+3 pattern of education all over the country during the fifth plan period.

D.1.5.        **National Policy on Education, 1986**

On January 5, 1985, the Prime Minister, Rajeev Gandhi in his broadcast to the nation promised a new education policy that would equip the country both scientifically and economically to enter the 21st century. Government to it, on 20th August, 1985, Education Minister, K.C. Pant presented a "Status Report" entitled "Challenge of Education-A policy perspective" to the parliament after a great deal of discussion, a National Policy on

Education, 1986, popularly known as New Education Policy (NEP), was approved by the Parliament in May, 1986.

Before 1976, education was exclusively the responsibility of the states, the central government being concerned with certain areas like coordination and determination of standards in technical and higher education, etc. In 1976, through a constitutional amendment, education became the joint responsibility of the Central and State Governments.

Besides policy formulation the Deptt. Of Education, Ministry of HRD shares with the states the responsibility for educational planning. Till the sixth plan, education was taken to be a social service rather than input in the development process. The emphasis has since changed whereby education is now considered pivotal in social and economic development of the country through, development of human resources.

This is reflected in the National Policy of Education (NPE), 1986 and in the budgetary allocation of resources. The Eight Plan outlay for education (Centre and States) at Rs. 19,599.7 crore is higher than the Seventh Plan expenditure of Rs. 7,633.1 crore by

2.6 times. These have also been an inter se shift in the allocation of resources within the education sector from higher education to elementary education. The outlay on elementary education in the Eight Plans is 45.6 percent compare to the expenditure 32.1 percent in the Sixth plan and 37.5 percent in the Seventh Plan. The expenditure on higher education which was 21.4 percent in the Sixth Plan declined to 14.3 percent in the Seventh Plan. \*2

New education policy, 1986 envisages that there should be a national curriculum framework for the country. The organisation of the content and process of education is being given the foremost priority in the implementation of the New Education Policy (N E P), 1986. N.C.E.R.T. has already developed syllabi in different subjects for the primary, upper-primary and the secondary stage, based on the National Curricula Framework in termes of the objectives of teaching of different subjects.

In the Directive Principles of State Policy it is envisaged under article 45 that the state shall endeavour to provide within a period of ten years from the commencement of the constitution

for free and compulsory education for all children until they complete the age of 14 years. This target has yet to be achieved.

D.1.6. **National Policy on Education (Revised), 1992**

Recapitulating the goals of education emphasised by the Indian Constitution by the Indian Constitution and enunciated from time to time, by thinkers, planners, policy makers and educationists, the New Education Policy 1986 which was revised in 1992 envisages the following aims of Indian Education System:

- (1) Emphasis and the Socio-economic Well-being competence and Creativity of the individual. This encompasses:
  - (a) Physical, intellectual and aesthetic development of personality;
  - (b) Inculcation of a scientific temper and democratic moral and spiritual values;
  - (c) Development of self-confidence to innovate and face unfamiliar situations;



- (d) Creation of an awareness of the physical, social, technological, economic and cultural environment;
  - (e) Fostering a healthy attitude to dignity of labour and hard work;
  - (f) A commitment to principles of secularism and social justice;
  - (g) Dedication to uphold the integrity, honour and foster the development of the country; and
  - (h) Promotion of international understanding.
- (ii) Development of knowledge and skill in various areas. In addition to developing the personal attributes listed above, education has to assume the responsibility for different subjects and for developing skills in the area of languages and communication also interest in hobbies, games and sports;
- (iii) Development in knowledge and skill in Employment Opportunities: Education has to equip the pupils with competence, in term of knowledge and skills in various combinations at different levels of understanding, relating to

the opportunities of employment in the context of a particular pattern and pace of Development;

- (iv) Integration of individual into the social system: Education has to play an important role in integrating the individual into the social system. It is meant to inculcate suitable habits for health care, mental application, management of time and conservation of physical, mental and emotional energy;
- (v) Education a means of equalising opportunities: Education can be the most effective means for equalising opportunities and reducing disparities between human beings. In a democratic society, it is considered a fundamental right of citizens. In the ultimate analysis therefore, the aim must be to enlarge the coverage and improve the quality of education in our institution so that a person, belonging to any religion, caste, creed, sex and economic strata, would have the opportunity of developing his or her potentials to the full;
- (vi) Development of Sense of Right and Wrong: No law and order system can survive if educated people do not have respect for life or a sense of right and wrong. Democracy and civic life will degenerate beyond recognition if people do not

understand the importance of tolerance and respect for viewpoints different from their own;

- (vii) Development of Spirit of Adventure and Mass participation in various Programmes: The spirit of adventure and the confidence to innovate and take risk has to be instilled in the minds of young people. The priority programmes requiring mass acceptance and participation, energy conservation and population control, cannot make a real headway unless a programme for the improvement of ecological conditions make the students aware, right from their formative years, of the close interdependence of their welfare with the outcome of these programmes.

It may be mentioned here that the goals of education listed above do not envisage the laying down of omnibus objectives for all levels of education on "a priori" basis. Adult education would have different goals from those for school and university education. In different age groups relevant to elementary, secondary, vocational and higher education, the need as well as capacity for acquiring knowledge and skills varies considerably. \*3

The School Education System in Delhi is being controlled by number of agencies at different level such as Directorate of Education, Municipal Corporation Of Delhi, New Delhi Municipal Committee, Delhi Cantonment Board, Kendirya Vidhyalay Sangathan, Navodaya Vidhyalay Sangathan, National Open School. These agencies have academic and administrative control of school education of Delhi at different level. These agencies have administrative and academic control of school education in Delhi. For better organisation and development of educational institution in union territory in Delhi, the Delhi Education Act 1973 was passed.

The Delhi Education Act, 1973 was passed for better organisation and development of educational institutions in the Union Territory of Delhi. Before it the Education Code was in force. This Education Act is meant for ensuring security of service of teachers, and regulating the terms and conditions of their

employment and for changing the character of some institutions so that they may develop and encourage narrow sectarian outlook among the students.

Under this Act, the Administrator who can establish and maintain any school in Delhi can regulate education. Administrator means the Administrator of the Union Territory of Delhi appointed by the President of India under Article 239 of the Indian Constitution.

Private schools can be recognised by the appropriate authorities. The "Managing Committee" of every recognised school is required to prepare a scheme for the management of its school. The "Managing Committee means the body of individuals who are entrusted with the management of any recognised private school.

#### D.2.1.1 **Aided Schools:**

Aided school means a recognised private school, which receive aid in the form of maintenance grant from the Central Government and Administrator and any other authority.

Two types of aid are granted to the aided schools viz, Maintenance Grant and Building Grant. The Maintenance grant may be

recurring and non-recurring. Recurring grant comprises the staff grant and other benefits to the staff. Non-recurring grant comprises contingent grant, rent grant and grant for games and sports etc.

The rules have also been framed for the recruitment and regulating the services of the employees of private schools.

"Employee" means teachers and includes the employees working in the school or in the Education Department of Union Territory of Delhi.\*5

D.2.1.2      **Powers of Administrator to Regulate Education in the Schools:**

The Administrator may regulate education in all schools in Delhi, in accordance with the provisions of the Education Act and relevant rules. The Administrator may establish and maintain any school in Delhi or may permit any person or local authority to establish or maintain any school subject to compliance with the provisions of the Education Act and rules made there under.

The Managing Committee of every recognised school makes rules under the Act with the prior approval of appropriate authority and makes the schemes of the management of the recognised school. The Central Government may after due appropriation made by the Parliament By-laws in this regard and subject to such conditions as may be prescribed, pay to the Administrator for distribution of aid for recognised private schools. The authority competent to Grant-in-aid may stop, reduce or suspend aid for violation of any of the conditions.

The Administrator may make rules for regulating the minimum qualification for requirement and the condition of service of the employees of a recognised private school. Every employee of the school is governed by a Code of conduct as may be prescribed. On violation of any provision of such code of conduct, the employee is liable to such disciplinary action as may be prescribed. Whenever the Administrator is satisfied that the Managing Committee or Manager of any school has neglected to perform any of duties imposed on it by or under the Act, or any rule there under and that it is expedient in the interest of school education to take over the management of such schools, he may

after giving the Managing Committee or Manager of such school a reasonable opportunity of showing cause against the proposed action, take over the management of such school for a limited period not exceeding three years.

D.2.1.3      **Delhi School Education Advisory Board:**

According to the Education Act, 1973, there shall be an Advisory Board for school education to be called " Delhi School Education Board" for the purpose of advising the administration on the matter of policy relating to education in Delhi. An Advisory Board shall consist of a Chairman and fourteen other members to be nominated by the Administrator.

The Administrator may delegate all or any of his powers, duties and functions under the Act to the Director of Education or any other officer. The Administrator with the previous approval of the Central Government and subject to the previous publication by the notification makes rules to carry out the provisions of the Act.



D.3            **Policies Abroad**

D.3.1        **Policies in U.K.**

D.3.1.1     **The Education Act, 1944**

The Act of parliament, 1944 named as the education act forms the basis of modern education in U.K., is a landmark in the educational history of U.K. Under the provision of this Act, every child in the nation had to be provided facilities for education, irrespective of his social and financial position, as will be evident from section I of the Education Act, 1944 which provides as follows:

"It shall be the duty to the Secretary of States for Education and Science to promote the education of the people of England and Wales and the progressive development of Institution devoted to the purpose, and to secure the effective execution by local education authorities under his control and comprehensive educational services in the area".

It authorised the Local Education Authorities (LEAs) to establish compulsory the educational institutions for elementary, secondary and further education. The status of the

Board of Education was converted and elevated to Ministry of Education.

D.3.1.2     **Amendments to the Education Act, 1944**

D.3.1.3     **The Education (Miscellaneous Provisions) Act, 1953**

Revised the conditions governing the payment of grants for building of new aided schools on new building estates.

D.3.1.4     **The Education Act, 1959**

It was intended mainly to encourage the voluntary schools to expand their programmes. They were given 75 percent grant instead of the provision of 50 percent to provide secondary schools for pupils from their own primary schools. The grant to the voluntary teacher training colleges was increased from 25 percent to 75 percent to ensure the necessary number of teachers.

D.3.1.5      **The Education Act, 1962**

Revised arrangements for grants to students and also changed the law relating to school leaving age.

D.3.1.6      **The Education Act, 1964**

Authorised L.E.A. the power to vary the age of transfer from primary to secondary school and also to pay maintenance grants in respect of 15 years old pupils in special schools.

D.3.1.7      **The Education Act, 1967**

Provided for the increase of grants to certain educational institutions (e.g. aided and special arrangement schools), extended the power to local education authorities to defray the expenses of establishing controlled schools and made provision for loans in respect of capital expenditure for colleges of education.

D.3.1.8     **The Education (Miscellaneous Provisions) Act, 1978**

Authorised the promotion of able children from junior to secondary school six months earlier than the accepted age of all.

D.3.1.9     **Important Reports on Education in U.K.**

In order to up-to-date their educational needs the Commissions and the Government of U.K has appointed Committees. These are as follows: -

D.3.1.9.1   **Crowther Report (1959)**

This is a report of the minister of Education's Central Advisory Council for England under the Chairmanship of Sir Geoffrey Crowther. It deals with the education of boys and girls between the ages of 15 to 18 years. It recommended that the schools-learning age should be raised to 16 years by the introduction of county colleges and compulsory continued part time education. It advocated education in depth (specialisation) but not excessive

and premature specialisation. It introduced the concept of numeracy i.e. general understanding of scientific method and language for arts students. The need for more technical education and educational research was stressed.

#### D.3.1.9.2 **Albemarle Report (1960)**

The Committee was appointed under the chairmanship of Albemarle to review the contribution, which the youth services of England and Wales should make in assisting youth people. It laid down three main aims of youth service; association, training and challenge and called for 10- year plan for the students within the age limit of 14 to 20 years.

#### D.3.1.9.3 **Newson Report (1963)**

This is a report of Minister of Education's Central Advisory Council for England under the chairmanship of Mrs. Johan Newson to consider the education between the age of 15 and 16 year of pupils of average or less than average ability. The Report entitled "Half over future" was published in 1963. It

recommended the raising of the school learning age of 16 years; the need for a more exciting programme in the last years of school life and for a longer school day, the removal of functional deficiencies of the schools and the improvement of teacher training.

#### D.3.1.9.4 **Plowdin Report (1967)**

This is a report of the Central Advisory Council for Education set up in 1963 under the chairmanship of Lady Plowdin to consider primary education. The recommendations of the report entitled "Children and their Primary Schools" include: there should be greater and more effective control between home and school; ratio of teachers to students should be improved in priority areas; community schools should be developed, nursery education should be greatly expended; there should be 3- years course in a first school followed by a 4 year course in a middle school; the most satisfactory size for the first school should be 240 children and for the middle school 300 to 450; further enquiry should be made about religious faith and can be presented to young children; corporal punishment should be forbidden.

### D.3.2 **Policies in United States of America (U.S.A.)**

In 1642, the Massachusetts General Court passed the Massachusetts Bay Law establishing a precedent of local responsibility for education. This Act and the subsequent legislation of 1647, the Old Deluder Law, which called for the creation of local public school according to population size, were extended on a national scale in 1785 by the passage of Land ordinances. Through these ordinances, the first Federal aid to education was given. In 1862, the Morrill Act was enacted to respond to the growing educational need for practical higher education in the areas of science, agriculture, and industrial training.

The next significant Federal initiative was the creation of the Office of Education in 1867. The education department was empowered to collect educational data and statistics, to disseminate information concerning education, and to encourage

educational endeavours. In 1864, the Department of Education was relegated to bureau status and was transferred to the Department of the Interior. By 1930, the bureau was affiliated with the Federal Security Agency and later with the Department of Health, Education, and Welfare.

In 1917 a vocational education act called the Smith-Hughes Act of 1917, was passed to reorient local education programmes to meet the needs of changing labour markets.

The continuing debates concerning an appropriate Federal role led to President Eisenhower's establishing a White House Conference on Education in 1954. The task force recommended that the Federal Government should provide financial aid to State and local communities for educational purposes. It concluded that there was an appropriate role for the Federal Government in educational matters.

The National Defence Education Act (NDEA) of 1958 was passed as a consequence of the widely held belief that the educational system was inadequate in mathematics, science and foreign



language instruction. This belief was directly related to the successful launching to the Soviet Spacecraft, Sputnik. The passage of NDEA resulted in substantial increase in Federal aid to education.

The next major educational act, the Elementary and Secondary Education Act (ESEA), was passed in 1995. Its passage signalled and unprecedented entry by the Federal Government into educational affairs. ESEA provided funds for educational R & D, for promoting educational innovation, and for assisting State agencies to establish their programmes.

With the passage of education legislation in the 1960's and 1970's, the role of the Federal Government in education is, generally speaking, five folds:

- i. Promotion of equal opportunity as exemplified by ESEA, the Education Amendments of 1972, by grants and legislation for the handicapped, by desegregation efforts and bilingual decisions, and by other;
- ii. Innovation and stimulation of education reform through research grants, teacher training, vocational education, reading improvement programmes and others;

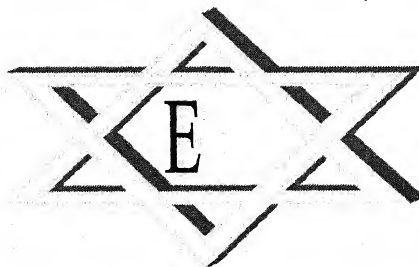
- iii. Provision of grants in support of educational research the results of which could have broad applications in the Nation's schools;
- iv. Promotion of educational preparation for employment, which can be traced to the Smith-Hughes Act of 1917. "The School's potential contribution to economic productivity was thus the first, and for a long time, the only expressed national interest in education; and
- v. Provision of Limited Funding targeting specific needs areas such as planning grants for management purposes on the State level, equipment, and others.

The judiciary has also played a very key role in extending the influence of Federal Government in the field of education.

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# Chapter



## **SURVEY OF SCHOOL LIBRARIES** **THROUGH QUESTIONNAIRES**

- E.1      School Librarians
- E.2      School Students
- E.3      School Teachers

## **Chapter - E**

### **SURVEY OF SCHOOL LIBRARIES**

Three questionnaires for three different categories i.e. School Librarians, School Students of Senior Secondary standard, and School teachers were developed by the researcher in order to conduct the survey of School Libraries in N.C.T. of Delhi. Projection of the facts/data collected through these questionnaires has been presented in the foregoing pages through Pie-Charts/Graphs.

The three questionnaires are named as follows:

- E.1 Questionnaire for School Librarians
- E.2 Questionnaire for School Student
- E.3 Questionnaire for School Teachers

Out of 1236 schools (Secondary and Senior Secondary), questionnaires could be circulated/ distributed among 800 School

Librarians, 700 School Students of Senior Secondary standard and 300 School Teachers. Out of these, 592 questionnaires from School Librarians, 400 questionnaires from School Students of Sr. Secondary Schools, 100 questionnaires from School Teachers could be received/collected back which is 74% of questionnaires distributed to School Librarians, 57.14% of questionnaires distributed to School Students of Sr. Secondary Standard, and 33.33% of questionnaires distributed to School Teachers, respectively.

After collecting all the questionnaires the data were analysed from them with regard to various objectives taken for this study. The data collected through to School Librarians reveal that the Library is being used heavily by the School Students and School Teachers.

### **TRANSLATION OF VISUAL INFORMATION INTO TEXTUAL INFORMATION**

The visual information projected in the Pie-Charts and Graphs presented in this chapter may be translated into text as under:

### E.1 **Questionnaire for School Librarians**

#### E 1.1 **Students' Strength (Figure F.1-2)**

The total number of users of School Library is much more in proportion to the infrastructure provided to the Libraries. As the 36% of Schools have more than 1000 students and 48% Schools have upto 1000 Students and only 16% Schools have Students upto 500. This has been shown in the Figure F. 1 and 2.

#### E.1.2 **Teachers' Strength (Figure F.3-4)**

60% Schools have upto 50 teachers and 28% School have above 50 teachers. Only in 12% Schools total number of teachers is upto 25, whereas the number of Library Staff is only one irrespective of their

users' strength. It has been reflected through Pie-Chart/Graph in the Figure numbers F.3 and 4.

E 1.3      **Librarians' Qualification (Figure F. 5-6)**

45% of School Librarians possess the professional qualification of B. Lib. Sc., 31% Dip. In Lib. Sc., 15% M. Lib. Sc. and 9% Certificate in Lib. Sc. This has been shown through Pie-Chart/ Graph at Figure number F.5 and 6.

E 1.4      **Librarians' Pay Scales (Figure F. 7-8)**

68% of School Librarians are in the scale of Rs.5500-9000, which has parity with T.G.T. Only 32% of School Librarians are in pay scale of Rs.6500-10500, which has parity with P.G.T. None of the School Librarian is in the scale of Rs.7500-12000, which is Senior Scale of P.G.T. scale. This has been shown in the Figure Number F. 7 and 8.



E 1.5

**Professional Librarians' avenue (Figure F. 9-10)**

91% of School Librarians have not got any promotion in their service carrier as School Librarian. Only 9% School Librarians have got one promotion in their service carrier as reflected through Pie-Chart/Graphs in Figure Numbers F. 9 and 10.

The facts presented under E1.1 to E1.5 reveal the following:

- (i) It is healthy approach to provide parity of school librarians with school teachers and the authorities in the Department of Education of the G.N.T.C., Delhi deserves commendation for providing this parity to school librarians. The beginning is therefore well.
- (ii) But as regard end, it is not so well. Reasons being that this parity is maintained only upto P.G.T. level, beyond which the school librarians are not promoted, though the P.G.Ts., who possess similar qualifications that of librarian receive

promotion at more higher position. There is therefore genuine need to look at this issue for attracting and retaining good librarians in school libraries and also for keeping alive their enthuse and zeal. Even the Fifth Pay Commission has desired that each government servant should get three promotions in life time of service.

E 1.6      **Library Staff Strength (Figure F. 11-12)**

96% of School Libraries are manned by School Librarians single-handed. Only 3% and 1% School Library has supporting hand to Librarian, as shown through Pie-Chart/Graph in the Figure Numbers F. 11 and 12 of the Chapter.

The researcher has, however, suggested the ideal and workable structure and strength of Library Staff in Chapter-F of the Thesis.

E 1.7      **Library Budget (Figure F. 13-14)**

56% of School Libraries have annual budget upto Rs.5000/-, while 43% Schools have Library budget upto Rs.10000/-. Only 1% of the Schools has annual budget above Rs.20000/- as shown through Pie/Chart/Graph at Figure Number F. 13 and 14 of this Chapter.

In the present times, when there is steep escalation in the price of books and periodicals the amount of Rest. 5000/-, 10,000/-, or 20,000/- appears to be scanty and meagre for different levels and types of school.

The researcher suggests that minimum budget of Library of a Senior Secondary School having Science stream should be of Rs.30000/- without Science stream should be of Rs.20000/-, and the Library of

a Secondary School should be of Rs.15000/-. This should be the bare minimum regular provision, supplemented by special grants from time to time, such as for Library Automation project etc.

**E 1.8      Utilization a PTA Fund for Library (Figure F. 15-16)**

As regards P.T.A. (Parents Teachers Association) Fund, 84% of School Libraries have not spent any amount on Library out of this fund. Only 15% School Libraries have spent upto Rs.5000/- in a year. 1% School Librarians did not respond this question. This has been reflected in Figure Numbers F. 15 and 16.

**E 1.9      Utilization a Boys/Pupils Fund for Library (Figure F. 17-18)**

As regards Boys/Pupils Fund, 67% of School Libraries have not spent any amount out of Boys/Pupils Fund. Only 30% have spent

upto Rs.5000/- and 3% upto Rs.10000/- as reflected the Figure Numbers F. 17 and 18.

The reseacher's humble suggestion in respect of the P.T.A. and Pupils funds is a fixed portion of these funds should also be made available to school libraries, norms for which should be worked out by a duly constituted committee to be constituted by the Directorate of Education, government of N.T.C. Delhi.

E 1.10      **Newspapers Subscription (Figure F. 19-20)**

55% of School Libraries are procuring more than 2 daily Newspapers in their libraries, 38% are getting 2 Newspapers and 7% are getting only 1 Newspaper as shown in Figure Numbers F. 19 and 20 of this Chapter.

**E 1.11      Magazines Subscription (Figure F. 21-22)**

Only 27% of School Libraries subscribe to more than 10 Magazines, 38% up to 10, and 26% upto 5 Magazines whereas 9% of School Libraries are not subscribed any Magazines in their Libraries from any source. (Figure Numbers F. 21 and 22)

The figures presented under E1.10 and E1.11 are highly inadequate. At least 10 National Newspapers - 7 in English and 3 in Hindi should be procured by Senior Secondary School and 6 Newspapers in a Secondary School - 4 in English and 2 in Hindi should be procured by a Secondary School. This will enhance the reading habit and will also convert the students and teachers into informed citizen.

Library holding in 45% of School Libraries is upto 5000, whereas 28% and 20% School Libraries have their Library holding upto 10000 and above 10000 respectively, as shown in Pie-Chart/Graph at Figure Numbers F. 23 and 24.

The number of Library holding is inadequate and unable to meet the needs of students and teachers. Serious consideration is required to be given in the matter. Time spent by Students during their schooling constitutes crucial formative years of children and good habits formed during this period would be everlasting. The library has to play a prominent positive role to inculcate the habit of library use, not only for learning towards course requirements but also learning for pleasure, general knowledge and recreation. Together with this, attempts should be made to develop skills for collecting information on a given subject by consulting reference books.

E 1.13      **Users' Strength (Figure F. 25-26)**

In 49% of School Libraries the number of users are above 1000, 41% Libraries have 500 to 1000 uses, while only 10% of School Libraries have upto 500 users as shown in the Figure Numbers F. 25 and 26.

The number of library user is very high in comparison to infrastructure and staff provided to them. The researcher has suggested the infrastructure and staff in Chapter-F.

E 1.14      **Library Facility for Non-Members (Figure F. 27-28)**

86% of School Libraries is not providing library facilities to the non-members. Only 9% of School Libraries are extending library service to non-members. 5% did not respond to this question. This has been shown in the Figure Numbers F. 27 and 28.



Since the public library are not adequate to provide library science to the public and students. Therefore, it is suggested that school library should remain open before and after the school time to cater the need of parents and students. In this maximum use of library resources can be made.

E 1.15      **Acquisition Policy (Figure F. 29-30)**

47% of the School Libraries purchase books out of the approved list of books supplied by the Directorate of Education/ Delhi Textbook Bureau. 32% libraries also purchase books on recommendation of Principal and Teachers of the School. Only 3% School Librarians are involved in selection of books for School Library. 18% Libraries also received books on approval for purchase. This has been reflected through Pie/Chart/Graph in Figure Numbers F. 29 and 30.

It is suggested that approved list of Directorate/Delhi Textbook Bureau should not be binding for School Library. The School

librarian should have autonomy to select and purchase the books for his/her library according to need. A detailed analysis on this aspect has been presented in the in Chapter-F under sub-heading F.2.3.1.

E 1.16      **Classification (Figure F. 31-32)**

In 62% of School Libraries the library collection is not classified in accordance with a standard classification scheme. Some sort of arbitrary classification has, however, been adopted by them. 37% libraries' collection is, however, not classified in any manner as shown in the Pie-Chart/Graph at Figure Numbers F. 31 and 32.

The collection is unclassified because the set of classification scheme is not available in the libraries. Moreover, the school librarians are overburden with other non-professional job and do not have time to classify the collection.

It is suggested that a set of Dewey Decimal Classification (DDC) should be provided to each and every school library. The supporting staff as suggested by the researcher in Chapter-F, should be provided to improve the service in the School Library.

E 1.17      **Cataloguing (Figure F. 33-34)**

In 83% of School Libraries the Library Collection is not catalogued. Only in 17% school libraries the library collection is catalogued as shown through Pie-Chart/Graph at Figure Numbers F. 33 and 34.

Reason for this situation is that school libraries do not have Library Catalogue Cabinet and Catalogue Code. Therefore, it is suggested every school library should be equipped with catalogue cabinet and catalogue code, which is the basic tool of a librarian, to increase the use of school library.

E 1.18      **Circulation System (Figure F. 35-36)**

82% of school libraries follow Register System for circulation of reading material in their library. Only 11% follow Brown System, 5% follow Newark System and 2% follow Slips System. This has been shown through Pie-Chart/Graph at Figure Numbers F. 35 and 36.

E 1.19      **Book Loan Entitlement: Students (Figure F. 37-38)**

83% of School libraries allow the students to borrow only one book at a time. Only 14% allow two books and 3% school allow more than two books at a time. This has been reflected through Pie-Chart/Graph at Figure Numbers F. 37 and 38.

The formula for book loan entitlement for students is suggested as below:

Student of Sr. Secondary Standard	-4 books for one week
Student of Sr. Secondary Standard	- 5 books for one week

(Science Stream)

Student of Secondary Standard      -2 Books for one week

E 1.20      **Book Loan Entitlement: Teachers (Figure F. 39-40)**

63% of school libraries allow the teachers to borrow more than 2 books at a time, while 27% allow upto two books and 1% allow only one book at a time. 9% of School Librarians did not respond this question. This has been reflected at the Figure Numbers F. 39 and 40.

The following formula is suggested for book loan entitlement from school library for school teachers:

General books      10 books during the full session.

Textbooks      20 books for period of one month.

E 1.21      **Reading Room Facilities (Figure F. 41-42)**

77% of school libraries have reading room facilities while 19% of school libraries do not have reading room facilities in their libraries. 4% of school librarians did not respond to this question. This has been shown through Pie-Chart/Graph at Figure Numbers F. 41 and 42.

E 1.22      **Sitting Capacity (Figure F. 43-44)**

The sitting capacity in 69% of school libraries is not satisfactory. Only 27% of school libraries have the sitting capacity in the library satisfactory, whereas 4% of School Librarians did not reply this question. This has been shown at the Figure Numbers F. 43 and 44.

E 1.23      **Quality of Library Furniture (Figure F. 45-46)**

In 76% of school libraries library furniture is not as per standards laid down by Bureau of Indian Standard. Only 19% of school libraries have library furniture as per specification of Indian Standards, while 5% of school librarians did not respond to this question. This has been shown through Pie-Chart/Graph at Figure Numbers F. 45 and 46.

E 1.24      **Open Access Vs Close Access (Figure F. 47-48)**

52% of school libraries have adopted Close Access System, while 45% of school libraries are having Open Access System. 3% of school librarians did not respond this question. This has been reflected through Pie-Chart/Graph at Figure Numbers F. 47 and 48.

There are variety of reasons for resorting to Close access system in our school libraries. But there should not be two opinions on

preferring Open access system to Close access system. The Close access system completely flouts all the Five Laws of Library Science. To do away with the Close access system, which is prevalent in majority of School Libraries, the bare minimum requirement will be provision of a Library attendant which should not be an impracticable proposition.

E 1.25      **Library Services (Figure F. 49-50)**

36% of school libraries render Circulation Service, 29% of school libraries render Reference Service, 22% of school libraries render Current Awareness Service and 13% school libraries render Documentation Service. While no school library render Inter-Library Loan Service to its users. This has been shown through Pie-Chart/Graph at Figure Numbers F. 49 and 50.

For apparent reasons, all steps should be taken to start Circulation service in all schools and the students should be motivated by the



teachers and the librarians alike to take more and more books on loan for home reading.

E 1.26      **Information Queries from Students (Figure F. 51-52)**

46% of school librarians receive upto 50 inquiries from student in a month, 22% of school librarians receive 50 to 100 queries from students in a month, 7% of school librarians receive 100 to 150 queries from students in a month and 8% of school librarians receive above 150 queries in a month. Whereas 17% of school librarians did not respond this question. This has been reflected through Pie-Chart/Graph at Figure Numbers F. 51 and 52.

E 1.27      **Information Queries from Teachers (Figure F. 53-54)**

62% of school librarians receive 10-20 information queries from teachers in a month while 30% of school librarians receive upto 20 and 8% of School Librarians receive 20-30 information queries in a

month from teachers. This has been shown through Pie-Chart/Graph at Figure Numbers F. 53 and 54.

E 1.28      **Information Queries from Principal (Figure F. 55-56)**

65% of school librarians receive upto 5 queries from School Principal in a month and 25% school librarians receive above 5 queries in month from School Principal, while 10% school librarians do not receive any query from School Principal at all. This has been shown through Pie-Chart/Graph at Figure Numbers F. 55 and 56.

Lack of queries from teachers and students has direct relation with lack of information with the school libraries. The school libraries therefore, should procure more number of reference tools keeping in view the information needs of library users.

E 1.29      **Class-Room Library (Figure F. 57-58)**

71% of school libraries do not have Classroom Library System in their school, while 29% of School Libraries have Class-room Libraries, as shown through Pie-Chart/Graph at Figure Numbers F. 57 and 58.

E 1.30      **Library's Physical Verification (Figure F. 59-60)**

85% of school libraries are Physically verified every year while 15% school libraries are not Physically Verified every year. This has been shown through Pie-Chart/Graph at Figure Numbers F. 59 and 60.

E 1.31      **Responsibility for the Loss of Books (Figure F, 61-62)**

In 95% school libraries the Librarians are held responsible for the loss of books in the library while in 5% school library none in held

responsible for loss of books in the library. This has been shown through Pie-Chart/Graph at Figure Numbers F. 61 and 62.

Fixing responsibility of librarian for loss of books is not appropriate and also against the provision of General Financial Rules under Rule No. 116.

Under G.F.R. 116(2)(1) the position of library books, etc., is different from the other stores. The procedure for write off, disposal of mutilated/damaged books, and loss of library books have been laid down for libraries attached to the various departments/Offices, may be enumerated as below:

Under Rule 116(1)(ii) of G.F.R. the loss of three volumes per one thousand volumes issued/consulted in a year may be taken as reasonable provided such loss cannot be attributed to dishonesty or negligence on the part of the Librarian. Loss of a book of the value exceeding Rs. 200/- and book of special nature and rarity shall invariably be investigated and consequential action taken.

All such losses will however be written off only by a competent authority.

## **E.2 Questionnaire for School Students**

### **E 2.1 to E 2.8 Library use by Students (Figure F. 63-78)**

94% of school students visit the school library, while 6% of school student do not visit school library at all. This has been reflected through Pie-Chart/Graph at Figure Numbers F. 63 and 64.

75% of school students visit school library once in a week while 7% school student's visit their school library daily and 18% school student visit their school library rarely. This has been shown through Pie-Chart/Graph at Figure Numbers F. 65 and 66.

87% of school students feel that the time they get for visit to school library is not sufficient while 13% school students feel it sufficient.

This has been reflected through Pie-Chart/Graph at Figure Numbers F. 67 and 68.

98% school students are dissatisfied with the time of library period in the school time table for their visit to school library whereas only 2% of school students are satisfied with it, as shown at Figure Numbers F. 69 and 70.

98% school students feel that they are dissatisfied with the use of school library, as they are overburden with class-work. While 2% of school student are disagree with this reason if their dissatisfaction. This has been shown at Figure Numbers F. 71 and 72.

85% school students are dissatisfied with use of library as they are too busy with text-book and do not get time consult their school library while 6% of students are not agreed with this reason and 9% students did not respond to this question as shown at Figure Numbers F. 73 and 74.

98% of school students admit reason of their dissatisfaction with use of school library is that they are overburdened with examination and tests, while only 2% of school students do not admit this reason valid for their dissatisfaction, as shown at Figure Numbers F. 75 and 76.

95% of school students admit that the use of school library may be increased if the detrimental factors are eliminated while 5% school students are disagree with this opinion. This has been shown at Figure Numbers F. 77 and 78.

All these factors call for serious thought.

#### **E 2.9      Purpose of Visit by Students (Figure F. 79-80)**

The different purposes of students' visit to school library with their ratio are as follows:

59% of school students; purpose to visit the library to consult the newspapers and magazines, 26% of students purpose is to read the

story books/comics for recreation, 8% of students' purpose is to complete the class work and home work, 1% students' purpose is to spend the time of free period. Whereas no student visit the school library to complete the Assignment or Project-Work, as shown at Figure Numbers F. 79 and 80.

Ways and means are required to be dressed under which the students should be motivated by the teachers to use library resources in completing their home work and for preparation for higher studies.

E 2.10      **Teachers' Role in Enhancing Library (Figure F. 81-82)**

93% of school students find no contribution of school subject teacher initiation motivation to use of school library while 7% of students appreciate the contribution of subject teacher in this regard, as shown at Figure Numbers F. 81 and 82.



E 2.11      **Use of Reference Books (Figure F. 83-84)**

76% of school students do not use the Reference Books in school library whereas 24% school students use the reference books, as shown at Figure Numbers F. 83 and 84.

E.3      **Questionnaires for School Teachers**

E 3.1 - E 3.3      **Library visit by Teachers (Figure F. 85-90)**

89% of school teachers visit to the school library, while 11% of school teachers do not visit to the school library, as shown at Figure Numbers F. 85 and 86.

Only 19% of school teachers visit to the school library daily whereas 56% of school teachers visit to the school library only once in a week and 25% school teachers rarely visit to the school library, as shown at Figure Numbers F. 87 and 88.

70% of school teachers visit to school library with purpose to consult newspapers and magazines, 7% of school teachers visit to school library to consult the books other than textbooks, 6% school teachers visit to library to borrow the textbook and 5% school teachers visit to library to spend the time of free period. This has been reflected through Pie-Chart/Graph at Figure Numbers F. 89 and 90.

E 3.4      **Library use Broadens Mental Horizon (Figure F. 91-92)**

100% school teachers believe that the use of library broadens the vision and mental horizon of students all-round, as shown at Figure Numbers F. 91 and 92.

E 3.5      **Teachers' Role in Enhancing Library Use (Figure F. 93-94)**

46% of school teachers help in enhancing the use of school library by holding general knowledge tests of school students, 29% of school teachers enhance the use of library by giving assignments to students, 12% school teachers enhance the use of library by arranging quiz programmes in their subjects, 9% of teachers enhance the use of library giving students the project works, whereas only 4% of school teachers enhance the library use by giving reading lists to students. This has been shown at Figure Numbers F. 93 and 94.

E 3.6      **Suitability of Library Collection for Teachers (Figure F. 95-96)**

According to 66% of school teacher books available in the school library are not of their interest and useful whereas 34% of school

teacher satisfied with the collection available in the school library, as shown at Figure Numbers F. 95 and 96.

E 3.7      **Class-Room Teaching Support from Library (Figure F. 97-98)**

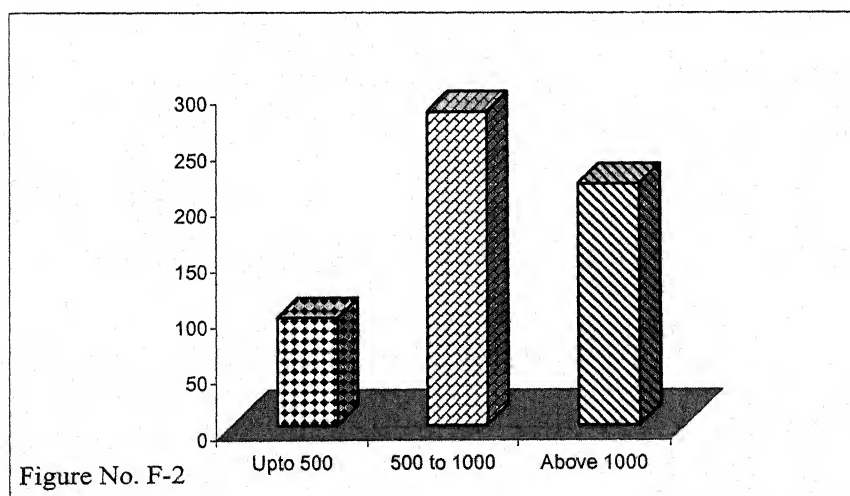
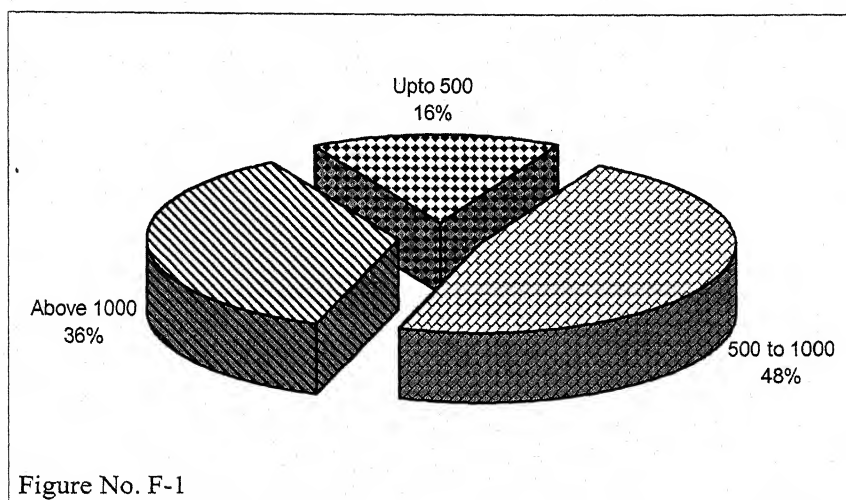
60% of school teachers are not getting assistance of school library in their class-room teaching, while 40% of school teachers are getting school library assistance in their class-room teaching. This has been reflected at Figure Numbers F. 97 and 98.

## SURVEY OF SCHOOL LIBRARIES IN N.C.T. OF DELHI

### E.1 Through School Librarians

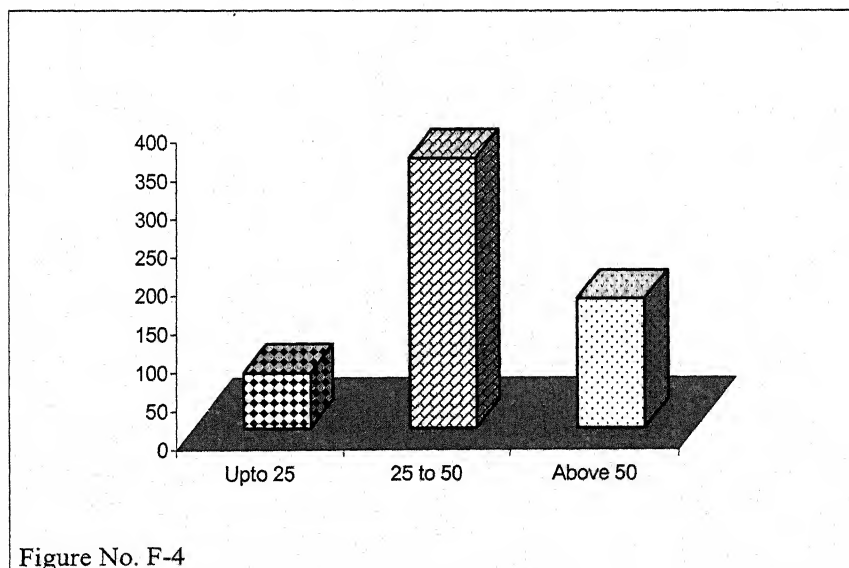
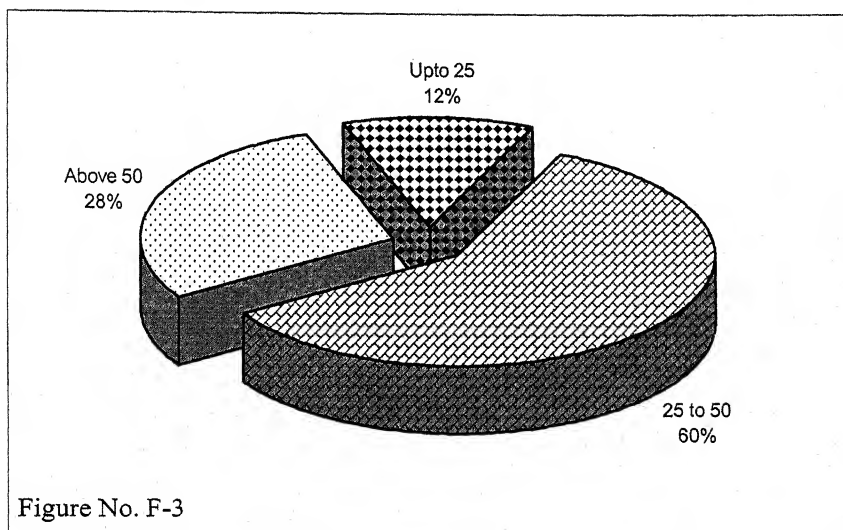
#### E.1.1 Total Number of Students in the School.

Upto 500	96
500 to 1000	280
Above 1000	216



E.1.2 Total Number of the Teachers in the School.

Upto 25	72
25 to 50	352
Above 50	168



### E.1.3 Qualification of School Librarian.

C. Lib. Science	56
D. Lib. Science	184
B. Lib. Science	264
M. Lib. Science	88

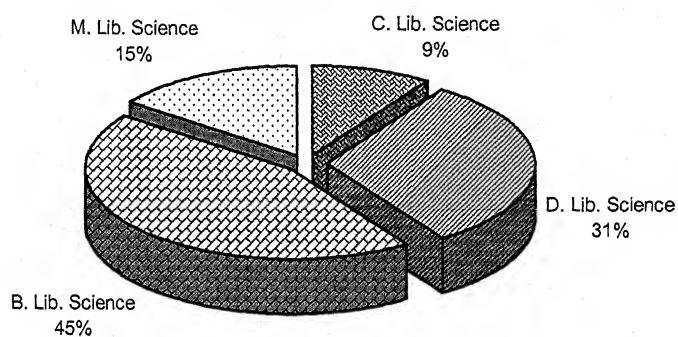


Figure No. F-5

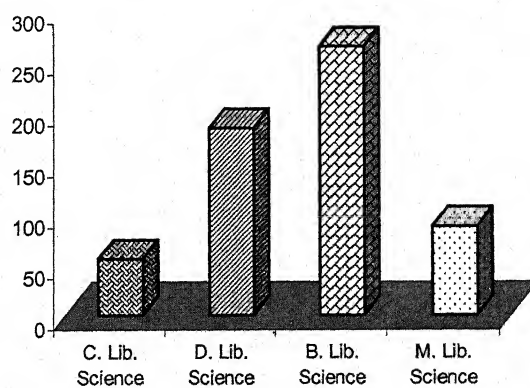
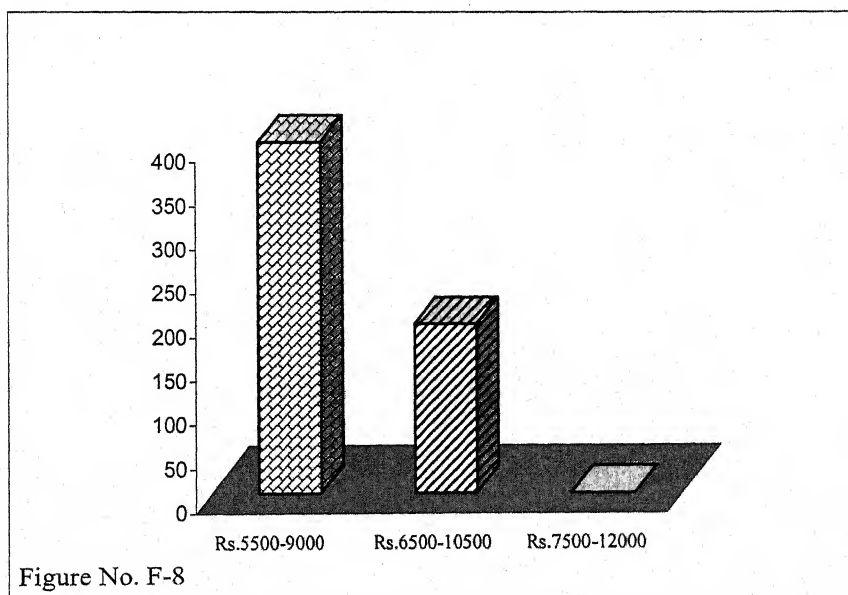
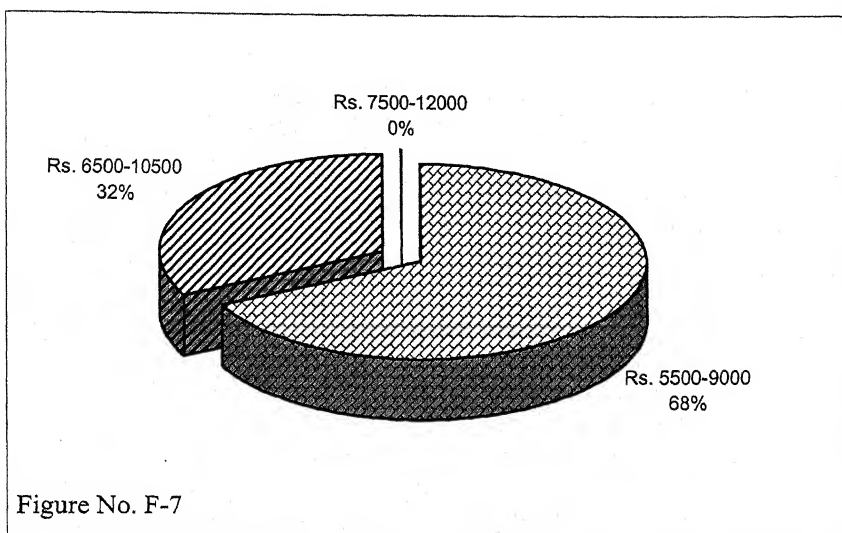


Figure No. F-6

E.1.4 Pay – Scale of School Librarians.  
(Revised)

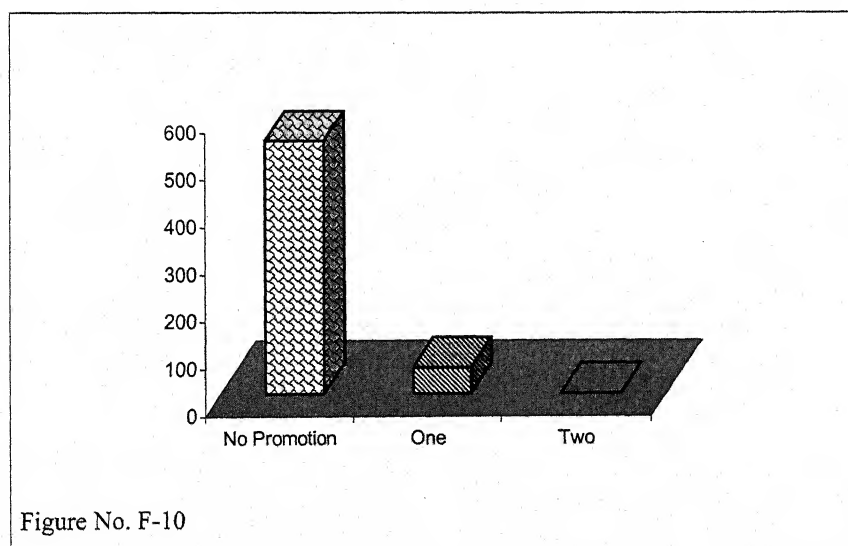
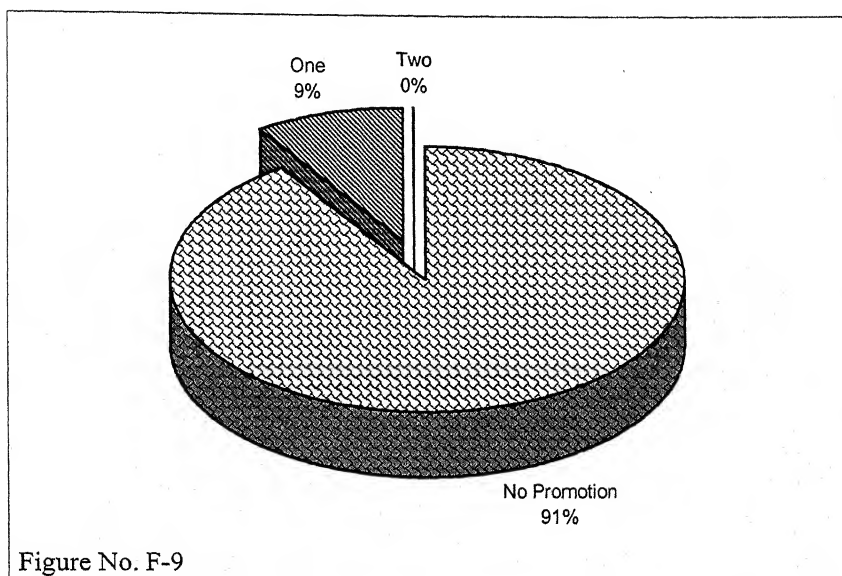
Rs. 5500-9000	400
Rs. 6500-10500	192
Rs. 7500-12000	0





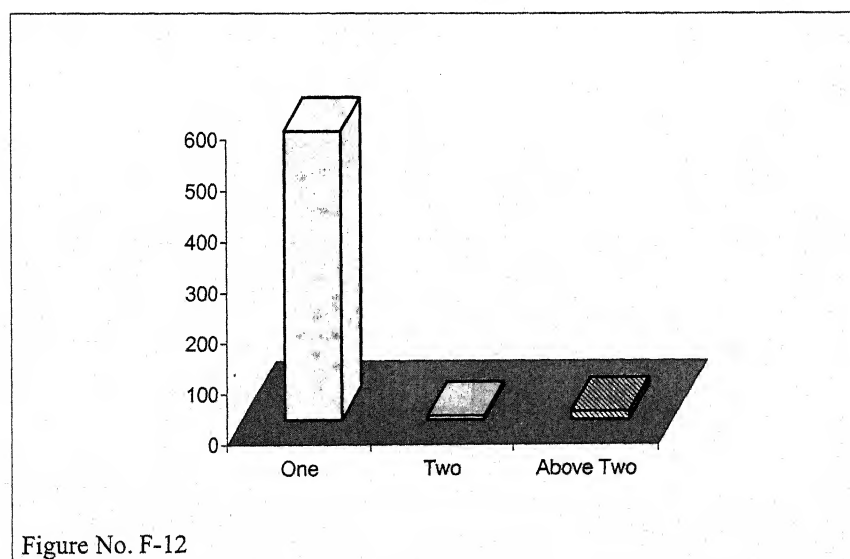
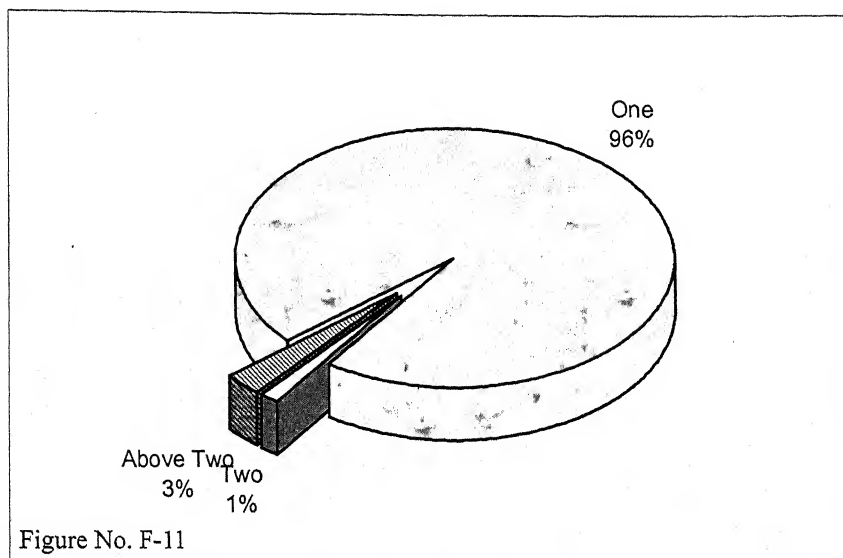
E.1.5 Total Number of Promotions attained by School Librarians.

No Promotion	536
One	56
Two	0



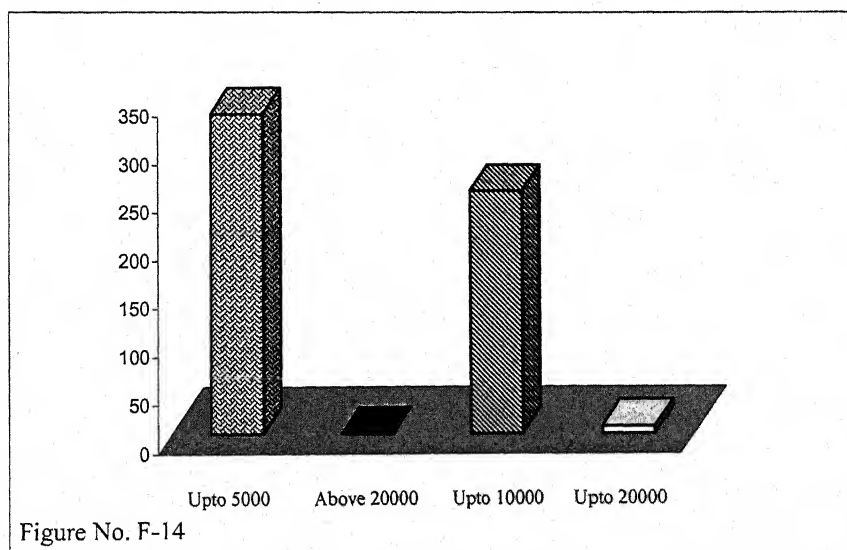
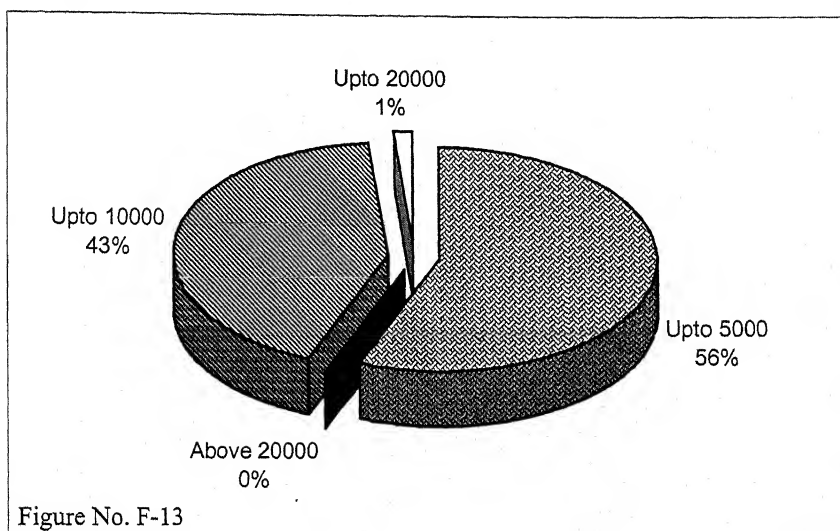
E.1.6 Staff Strength of the Library.

One	568
Two	8
Above Two	16



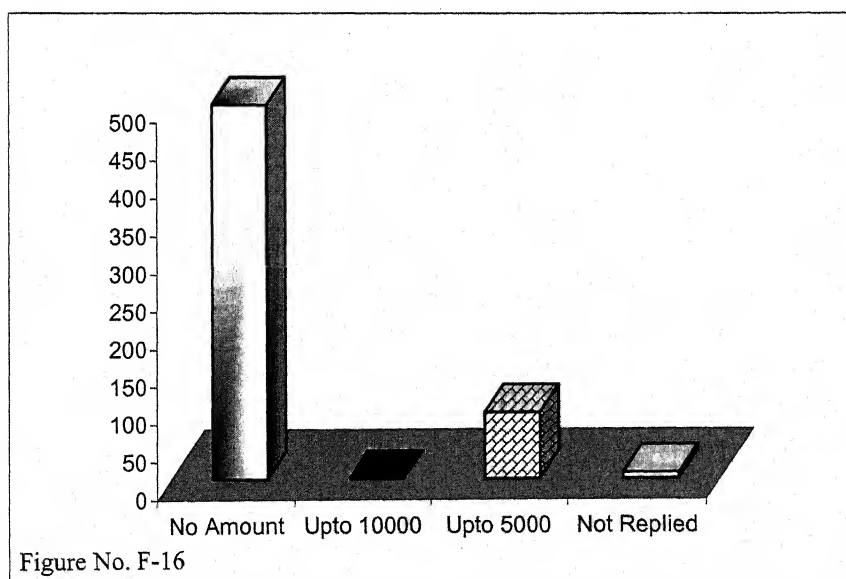
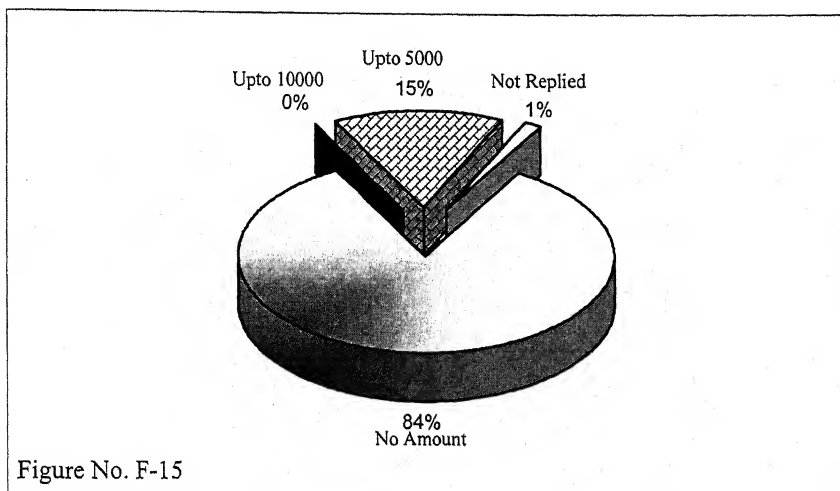
# E.1.7 Budget of the Library.

Upto 5000	332
Upto 10000	252
Upto 20000	8
Above 20000	0



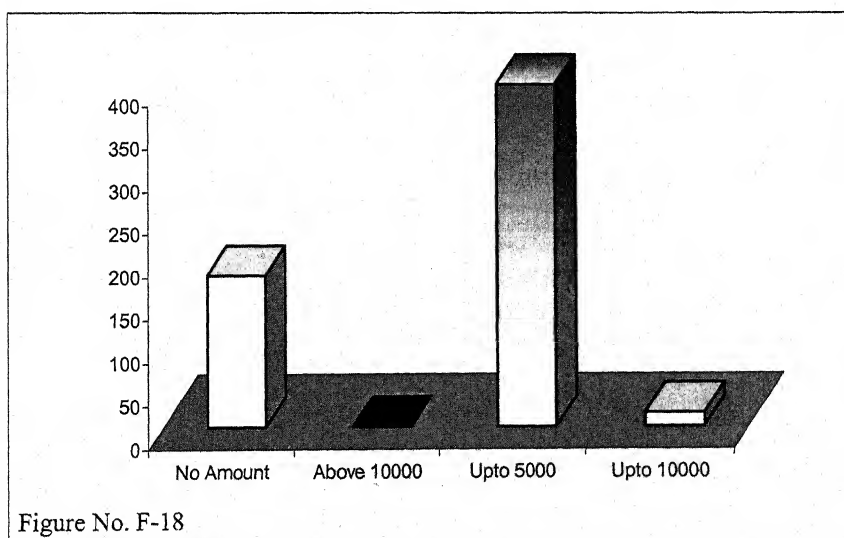
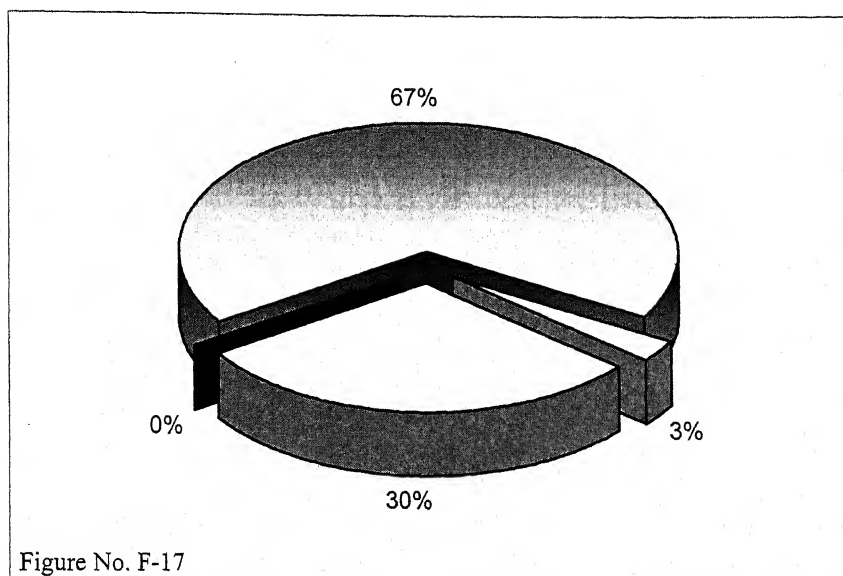
E.1.8 The amount is spent from P.T.A. Funds of the School during the year.

No Amount	496
Upto 10000	0
Upto 5000	88
Not Replied	8



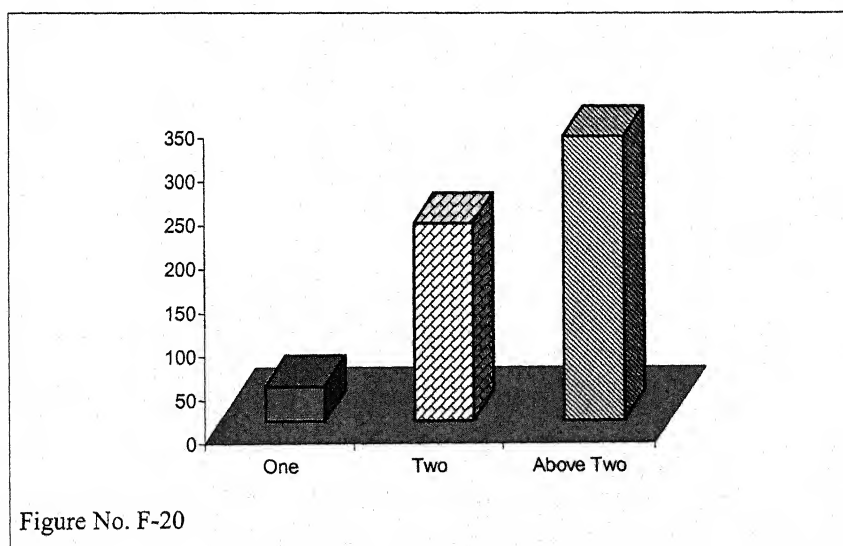
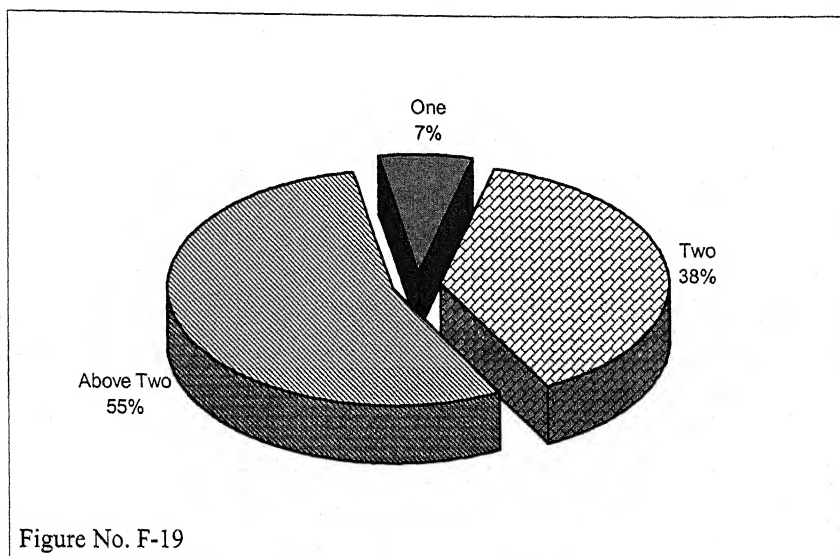
E.1.9 Amount spent from Boys/Pupils funds during the year.

No Amount	176
Above 10000	0
Upto 5000	400
Upto 10000	16



E.1.10      Number of Newspapers Received in the Library.

One	40
Two	226
Above Two	326



E.1.11      Number of Magazines Received in the Library.

None	56
Upto 5	152
6 to 10	224
Above 10	160

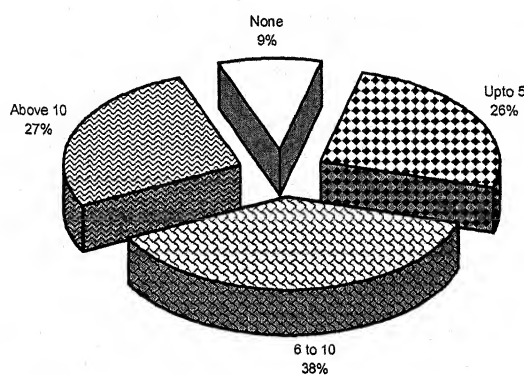


Figure No. F-21

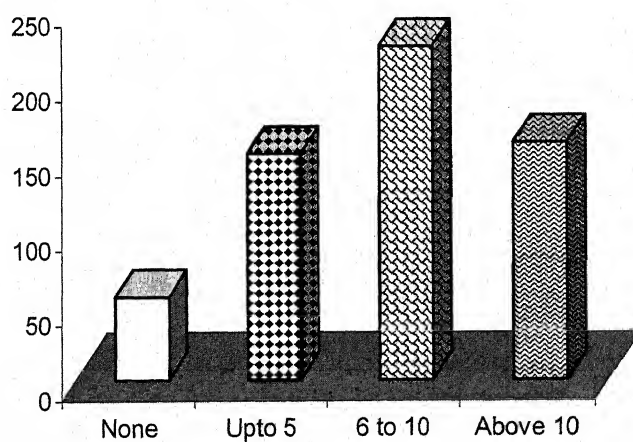
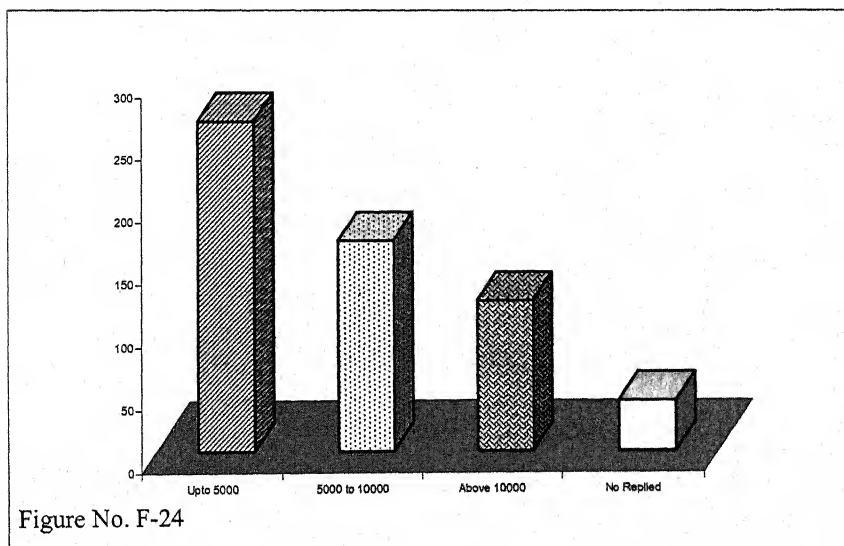
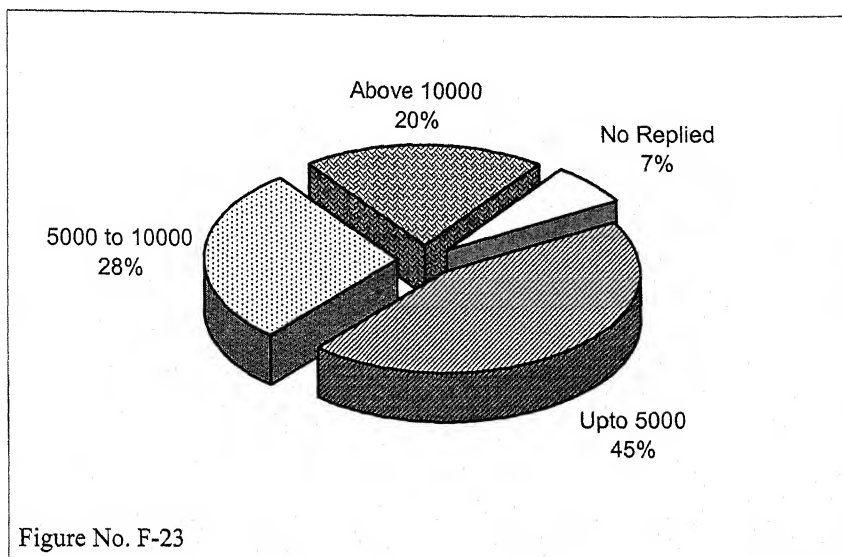


Figure No. F-22

E.1.12 Total number of Library holdings.

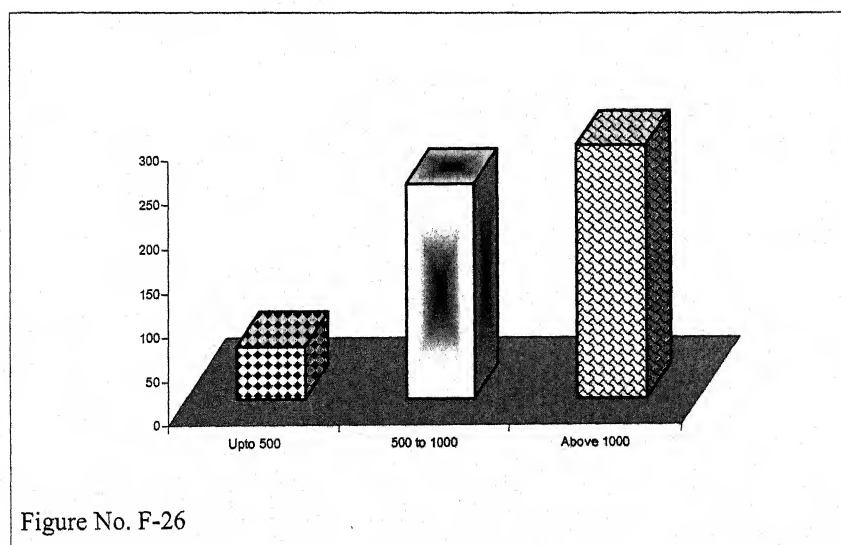
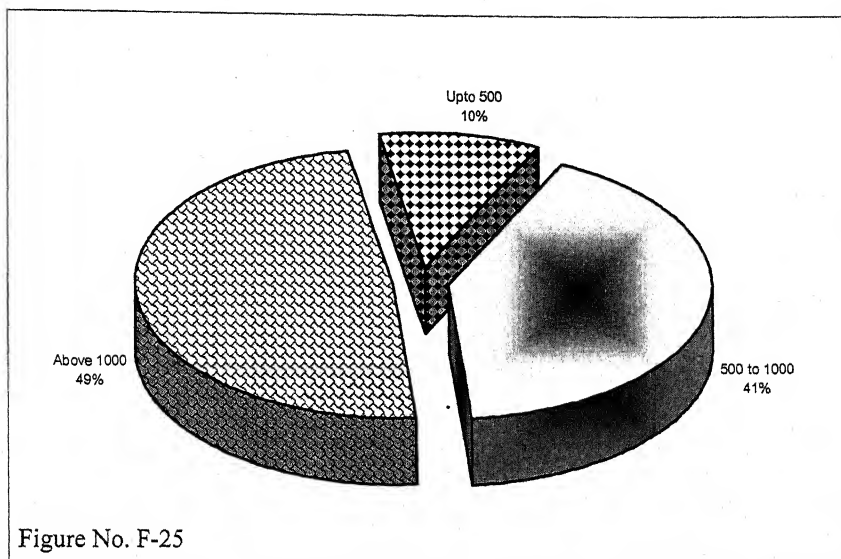
Upto 5000	264
5000 to 10000	168
Above 10000	120
No Replied	40





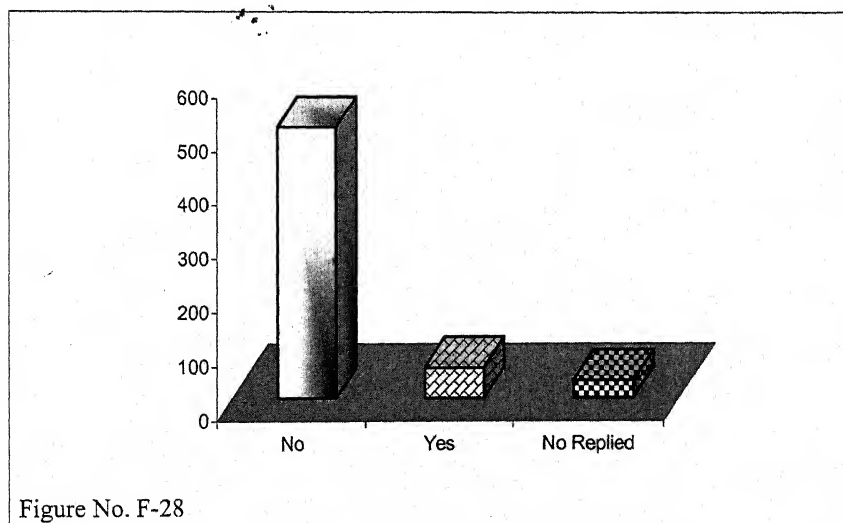
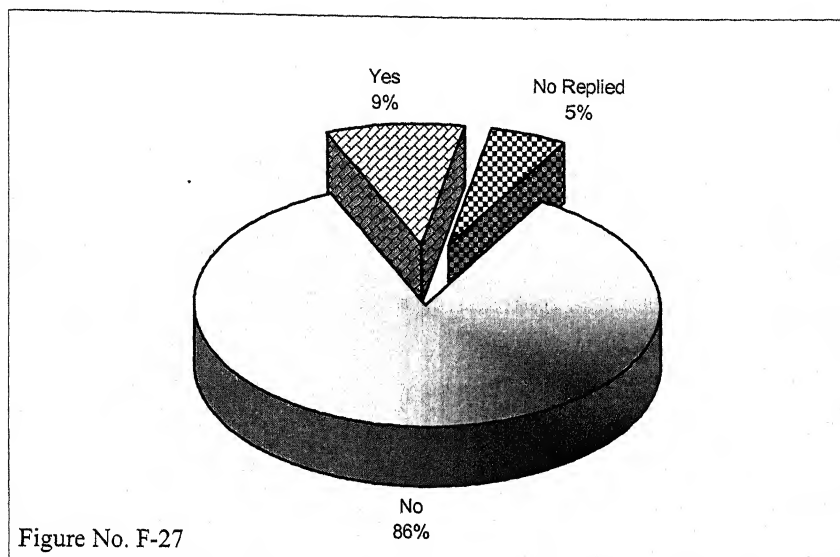
E.1.13      Total number of Library users.

Upto 500	60
500 to 1000	244
Above 1000	288



E.1.14 Library facilities for the non-members.

No	504
Yes	56
No Replied	32



### E.1.15 Acquisition policy of reading materials in the Library.

On Recommendation of Teachers and Principal	188
Received on Approval	108
Selected by Librarian	16
Approved List of Directorate of Edu./Delhi Textbook Bureau	280

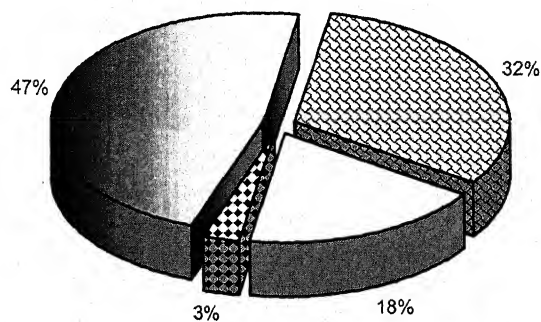


Figure No. F-29

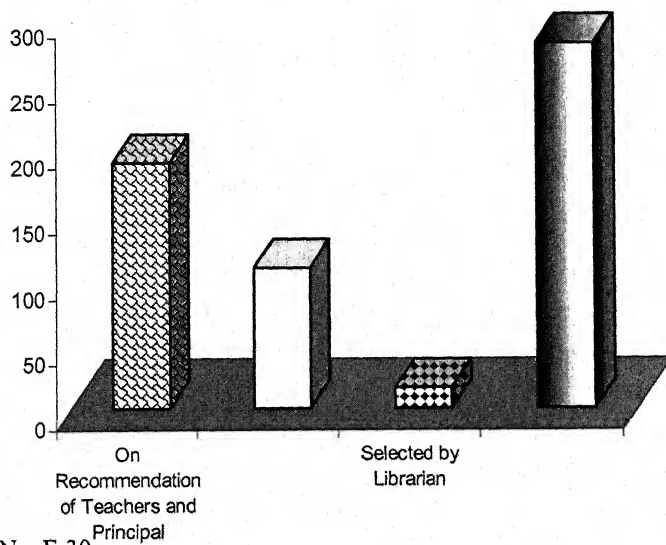
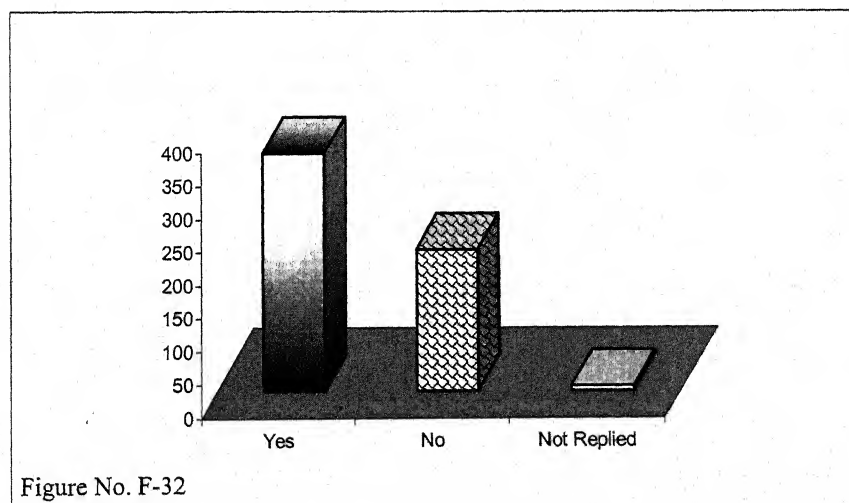
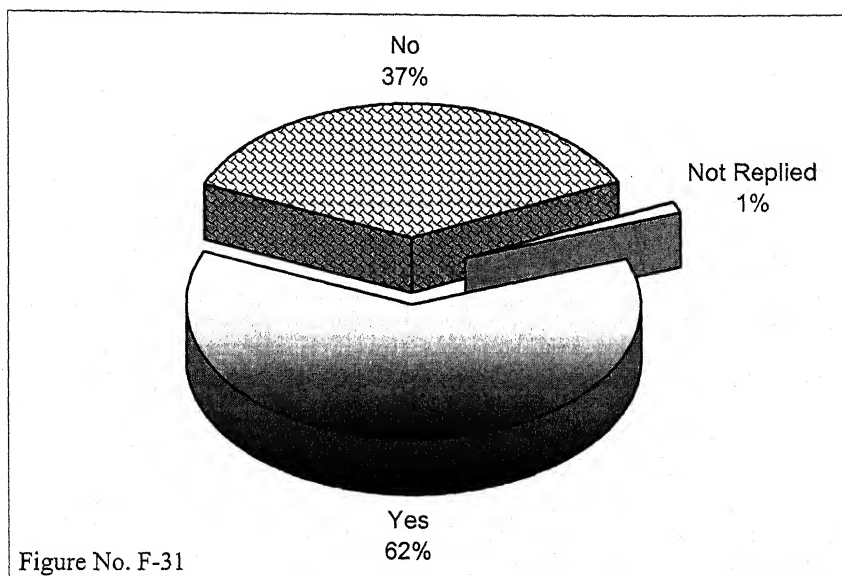


Figure No. F-30

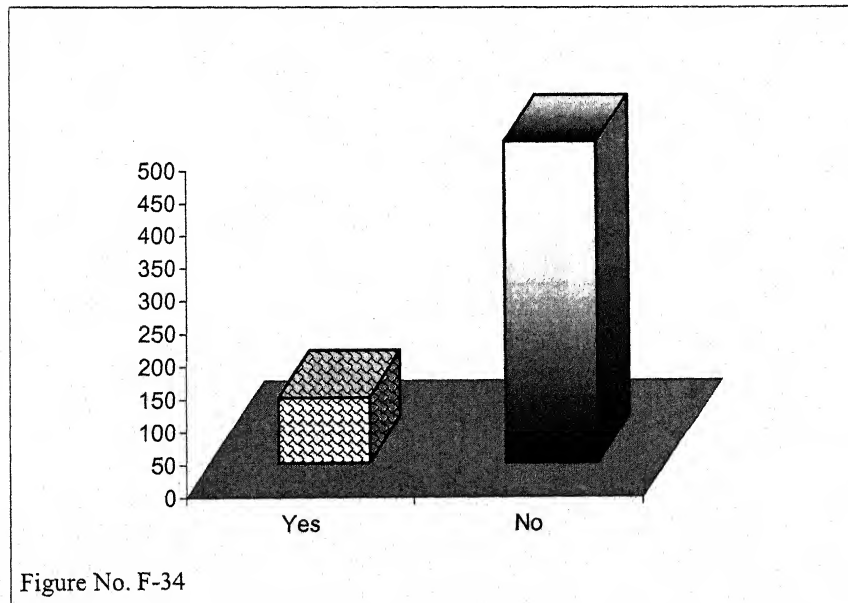
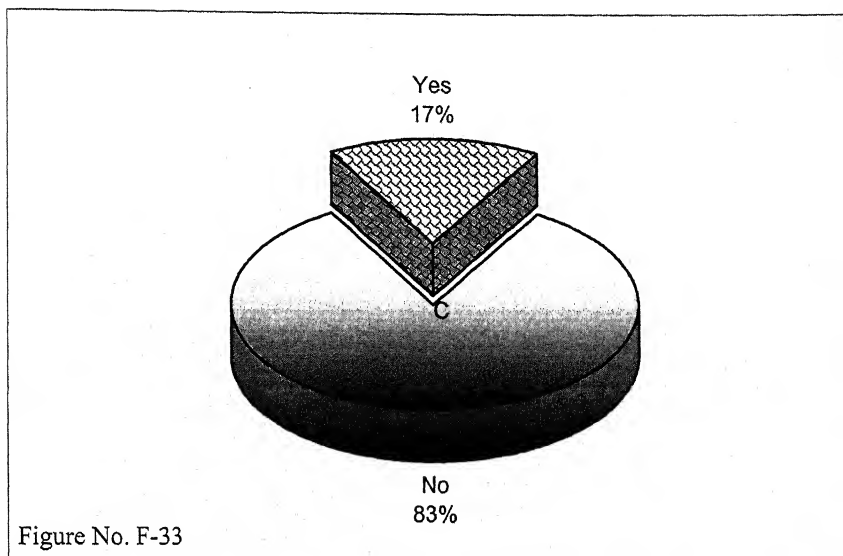
E.1.16      The Library collection is classified.

Yes	360
No	214
Not Replied	8



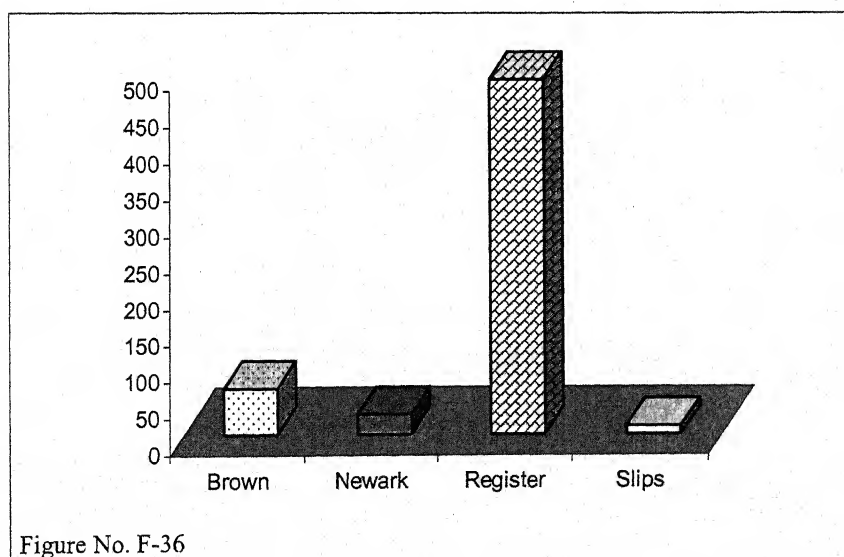
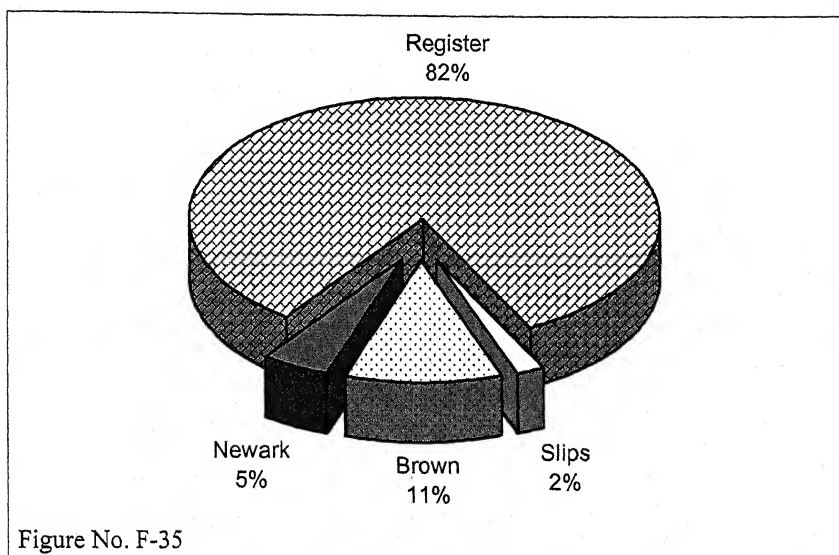
E.1.17 The Library collection is Catalogued.

Yes	100
No	492



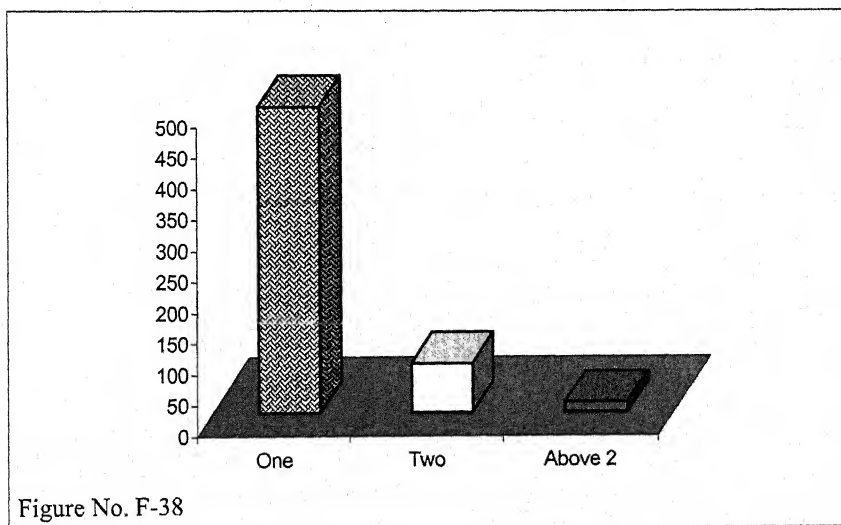
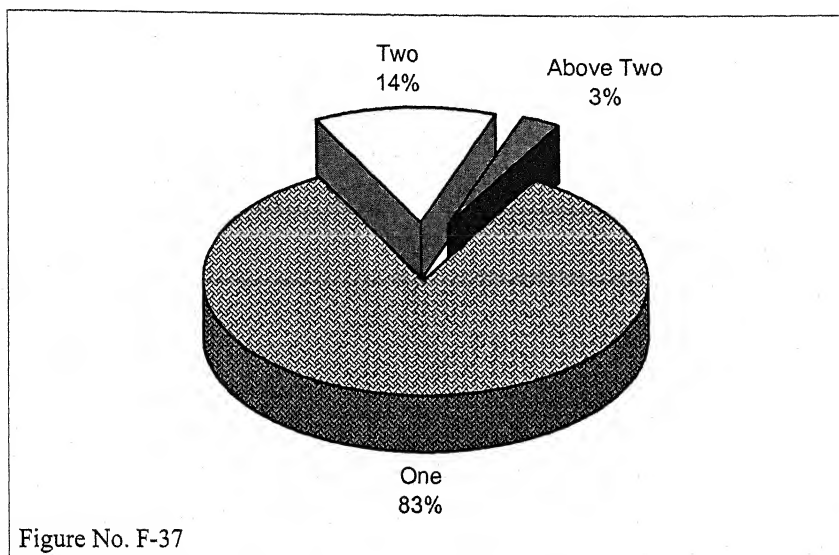
E.1.18      The system of circulation is being followed.

Brown	64
Newark	28
Register	488
Slips	12



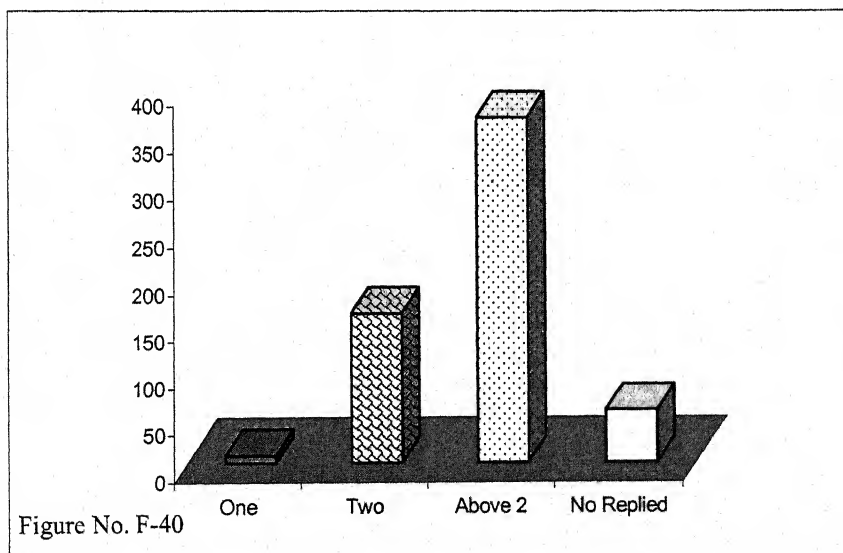
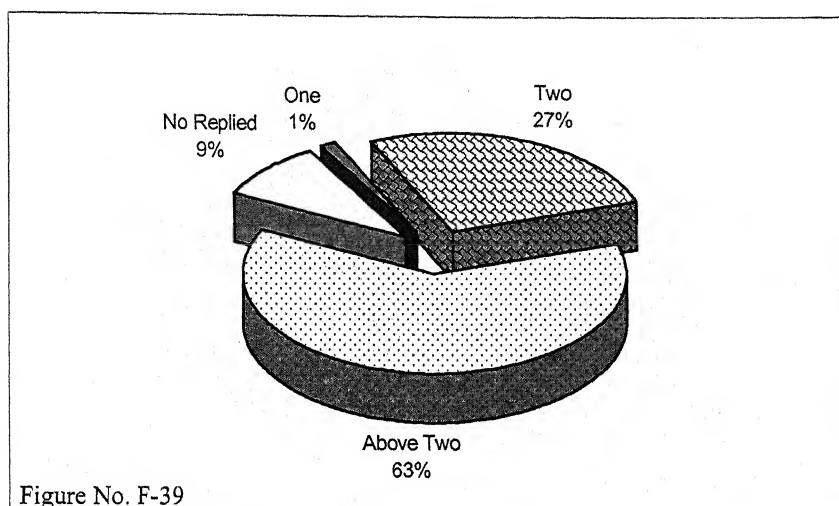
E.1.19 Book Loan Entitlement: Students.

One	496
Two	80
Above 2	16



E.1.20 Book Loan Entitlement: Teachers.

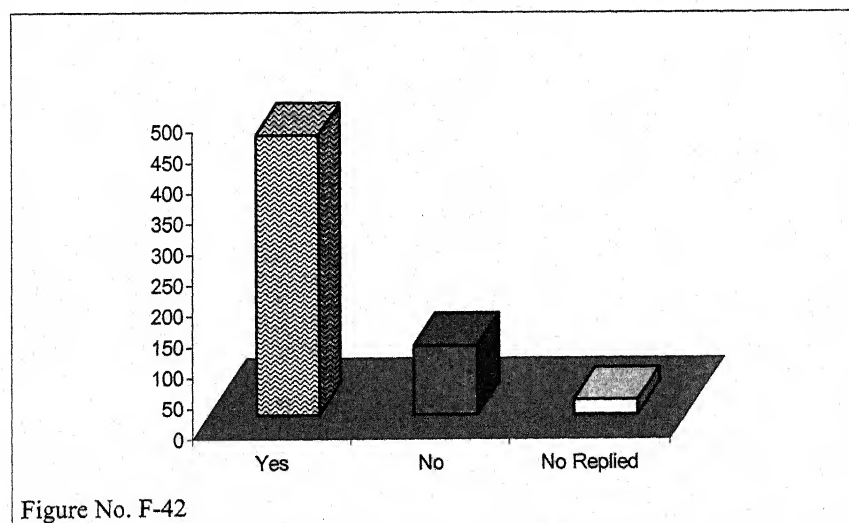
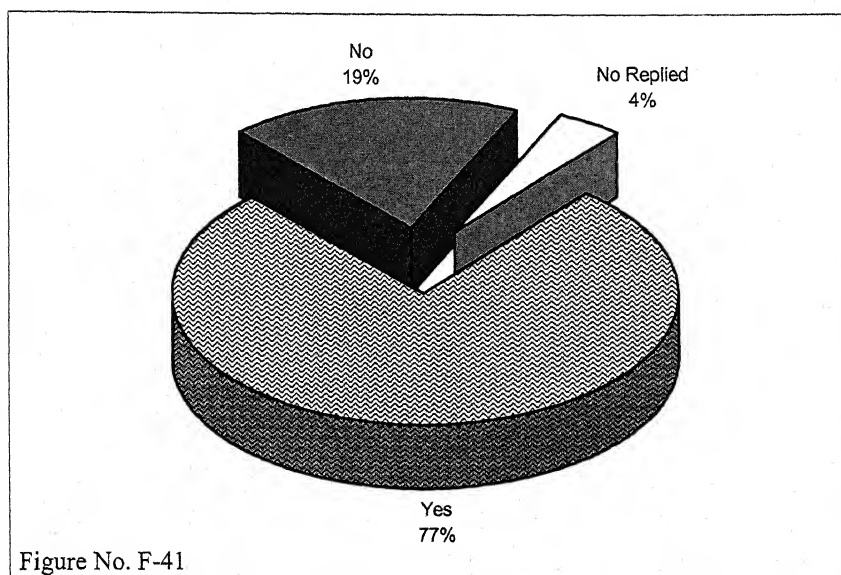
One	8
Two	160
Above 2	368
No Replied	56





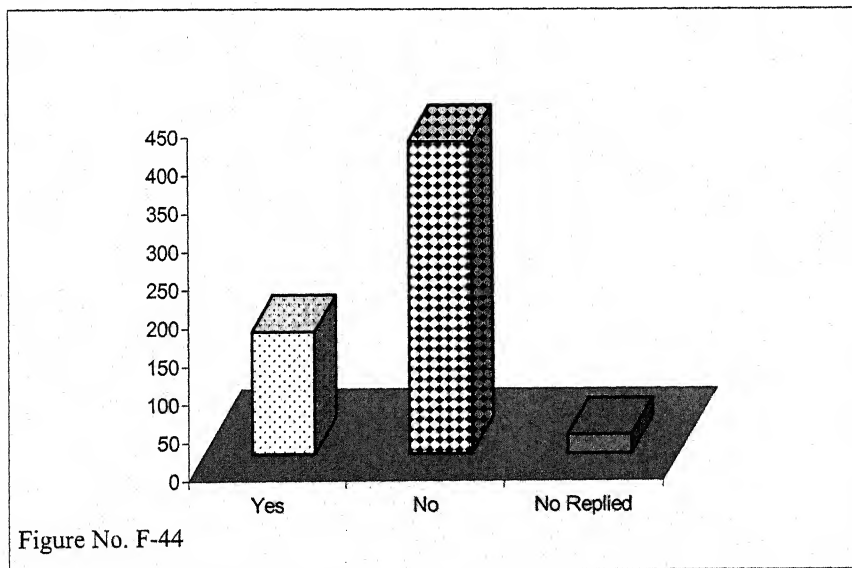
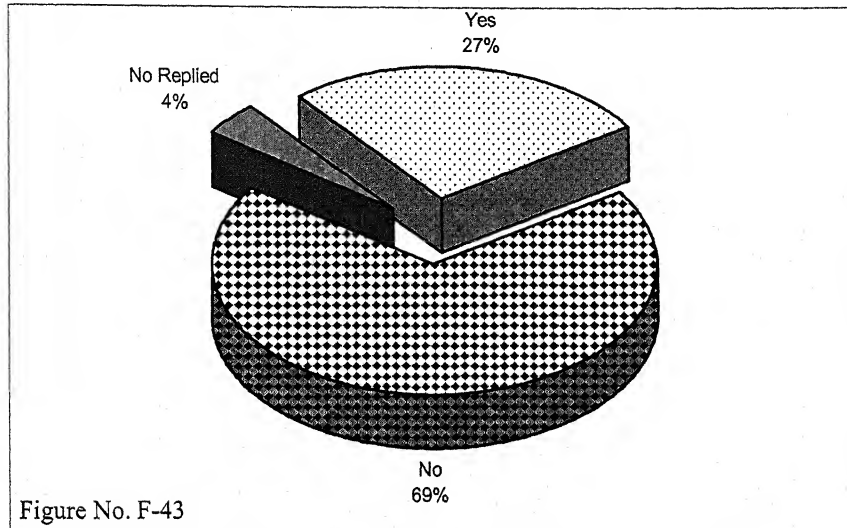
E.1.21 Reading Room Facilities.

Yes	456
No	112
No Replied	24



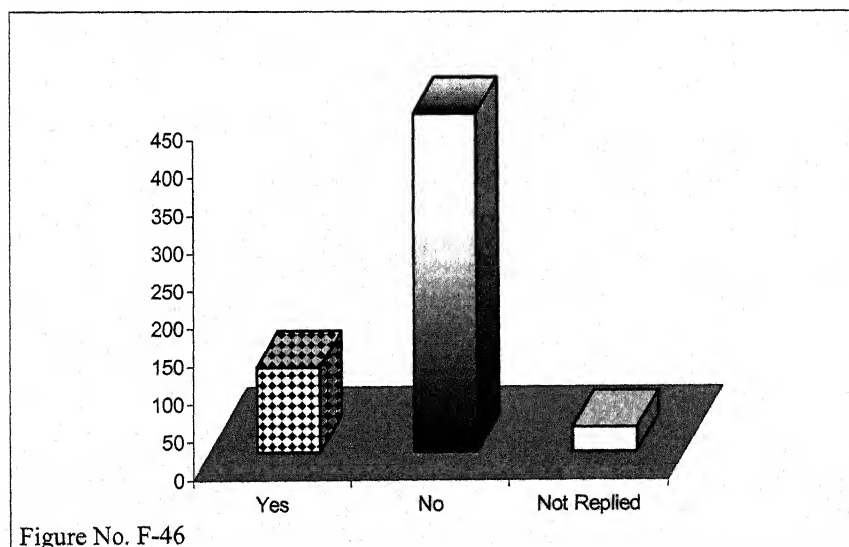
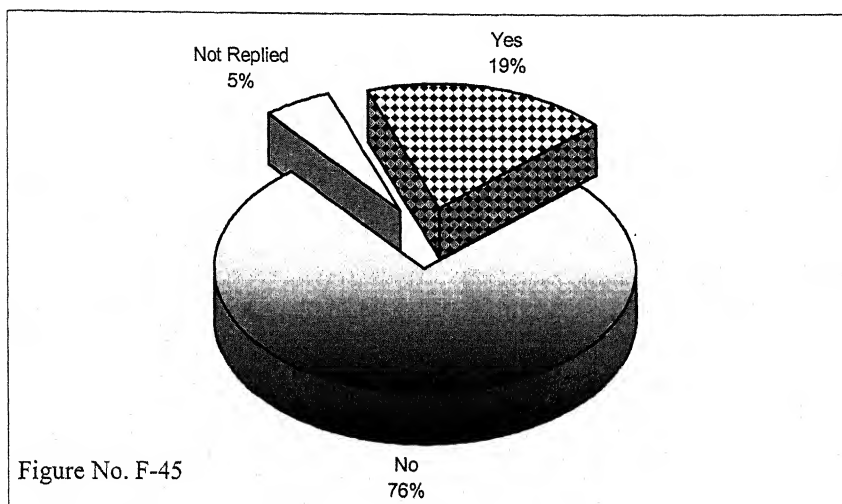
E.1.22 Satisfied with Sitting Capacity in the Library Reading Room.

Yes	160
No	408
No Replied	24



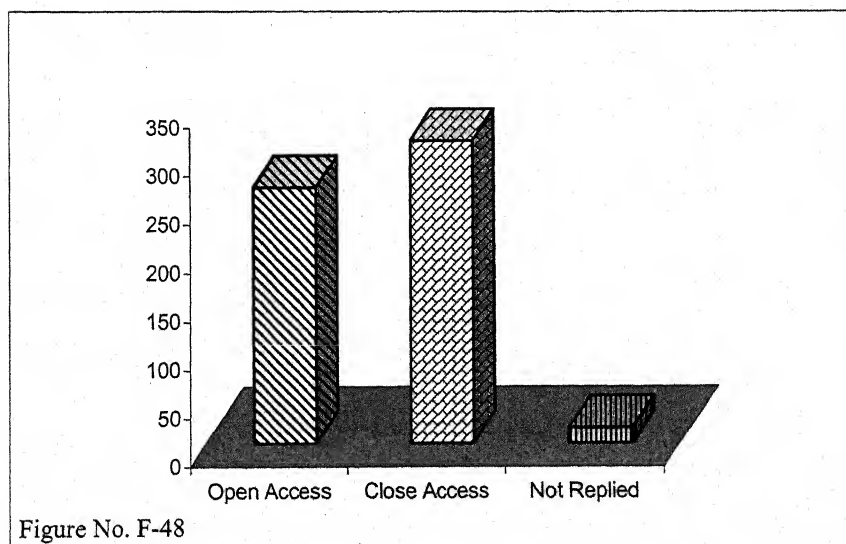
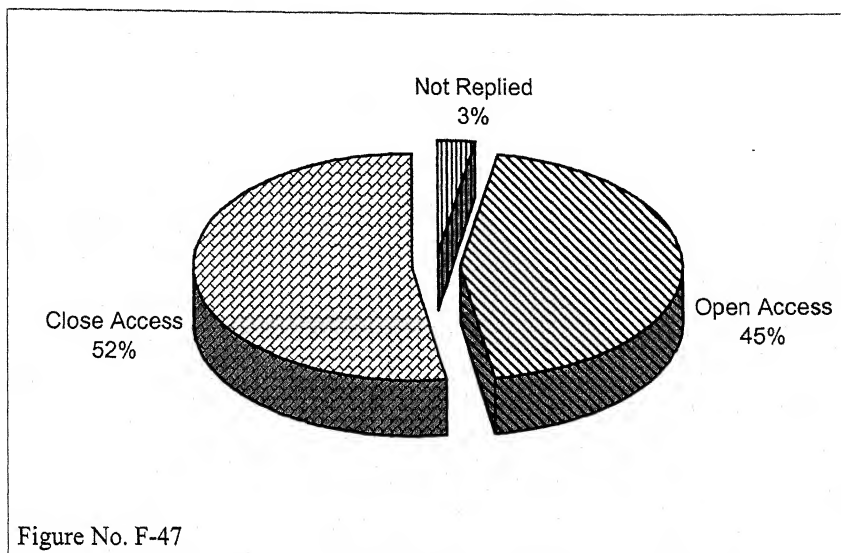
E.1.23      The Library furniture available in school is as per Standards laid down by ISI.

Yes	112
No	448
Not Replied	32



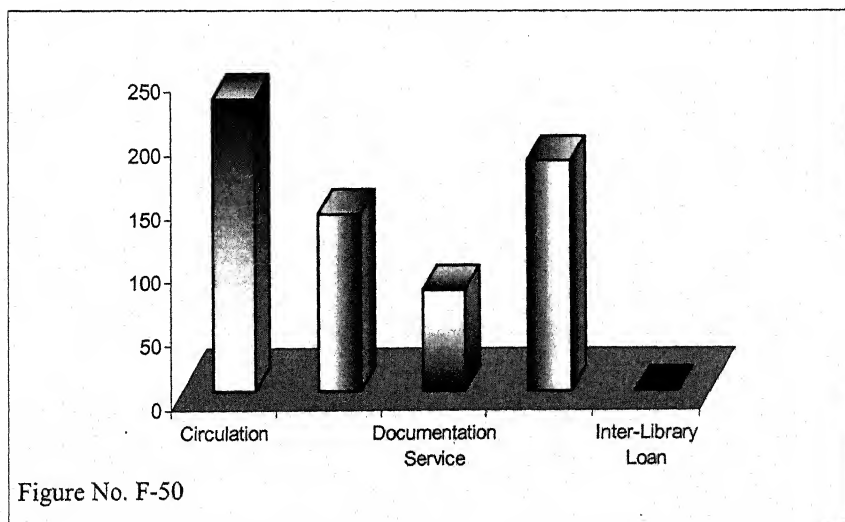
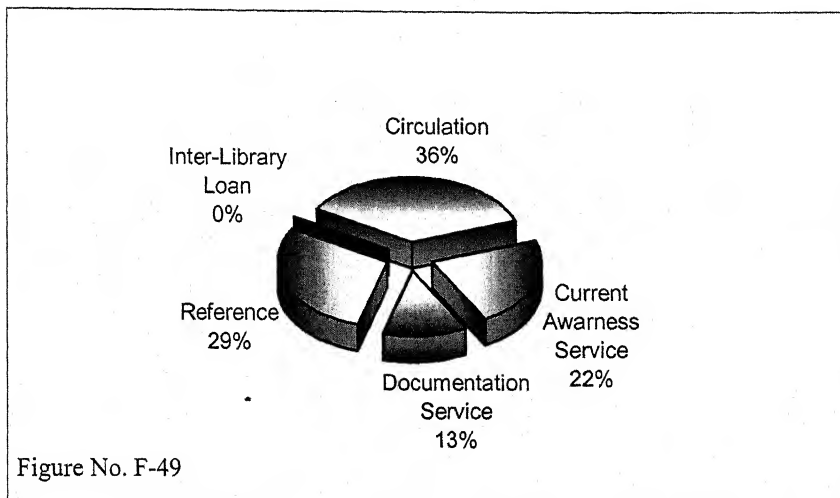
# E.1.24 Open Access Vs. Close Access.

Open Access	264
Close Access	312
Not Replied	16



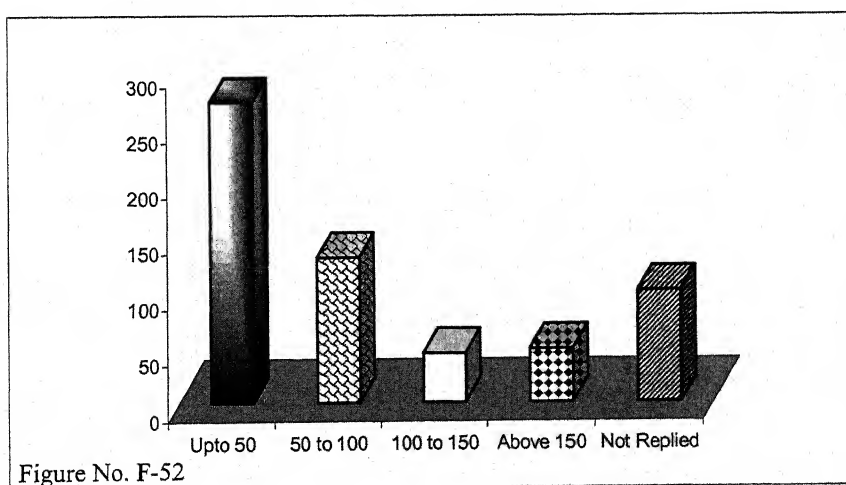
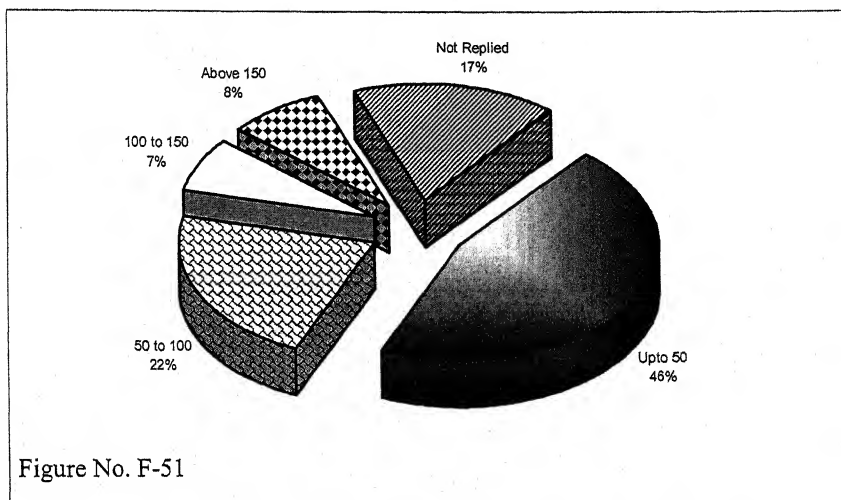
E.1.25                      The services offered by the Library.

Circulation	230
Current Awareness Service	140
Documentation Service	80
Reference	182
Inter-Library Loan	0



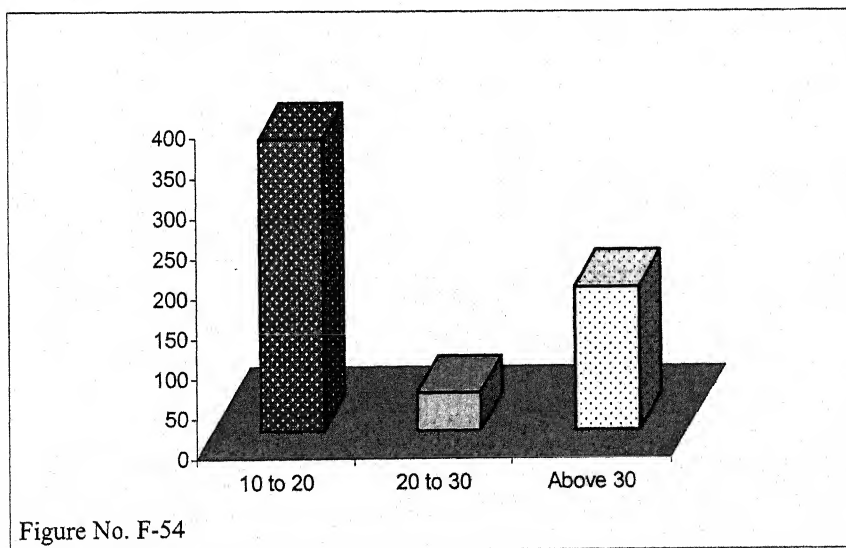
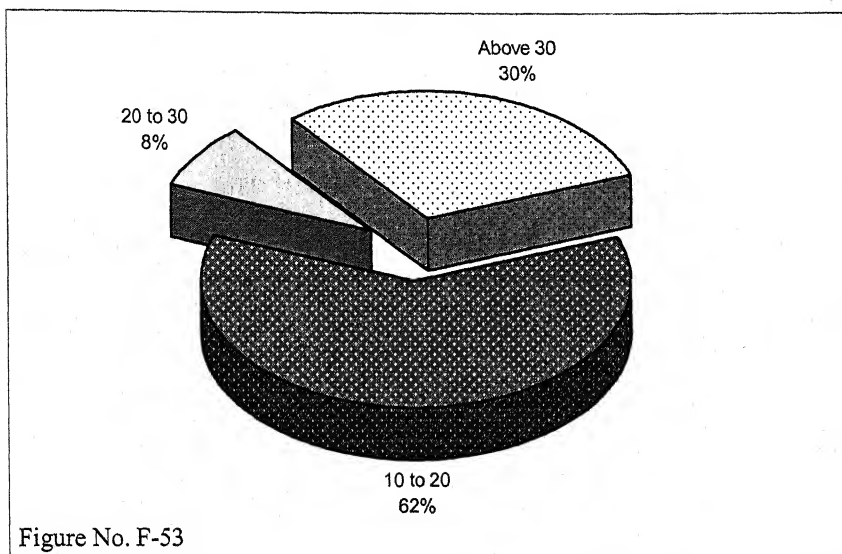
E.1.26 Information queries from the students in a month.

Upto 50	270
50 to 100	130
100 to 150	44
Above 150	48
Not Replied	100



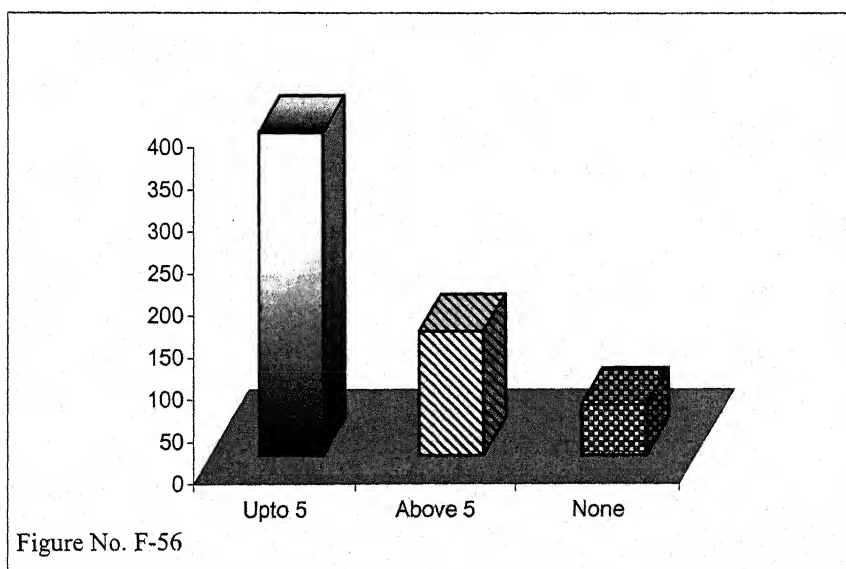
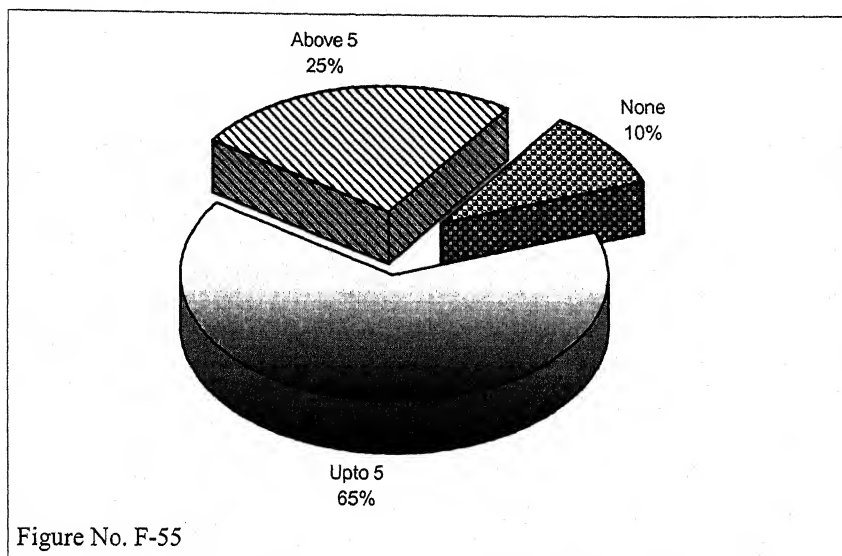
E.1.27 Information queries from the Teachers in a month.

10 to 20	364
20 to 30	48
Above 30	180



E.1.28 Information queries from the School Principal in a month.

Upto 5	384
Above 5	148
None	60





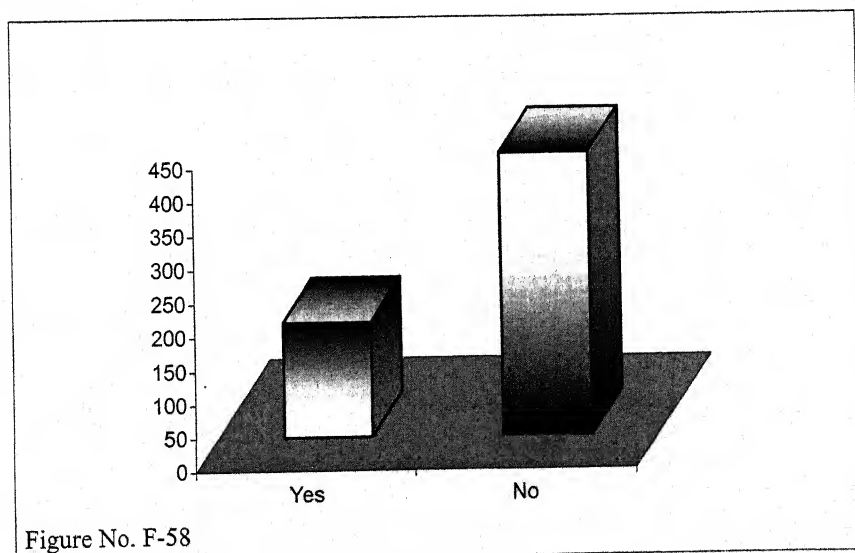
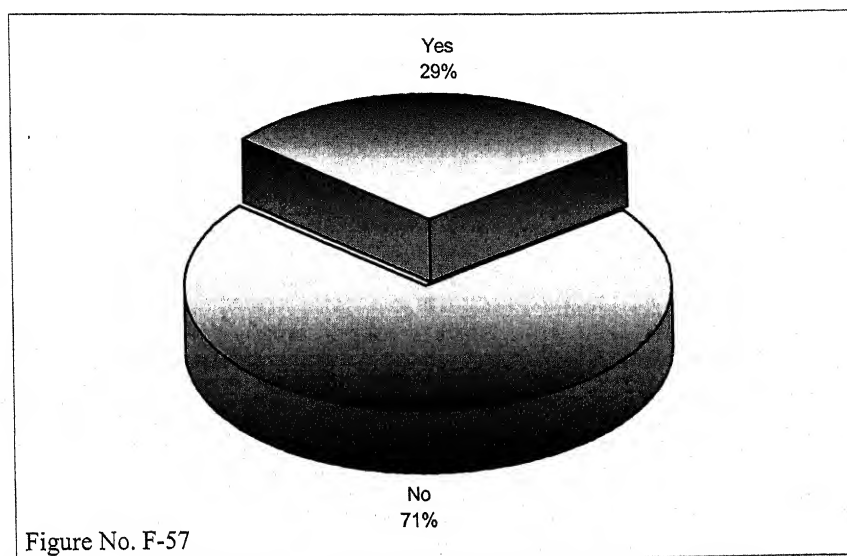
E.1.29 Classroom Library system in the School.

Yes

171

No

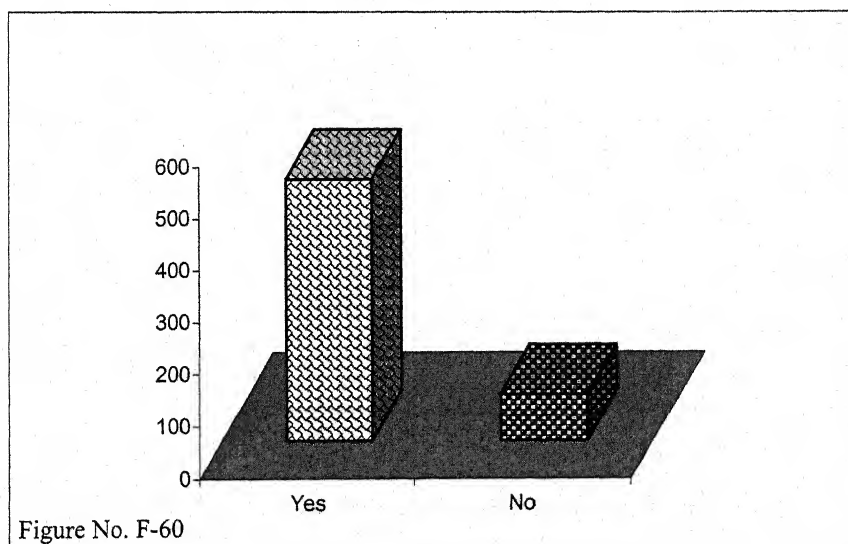
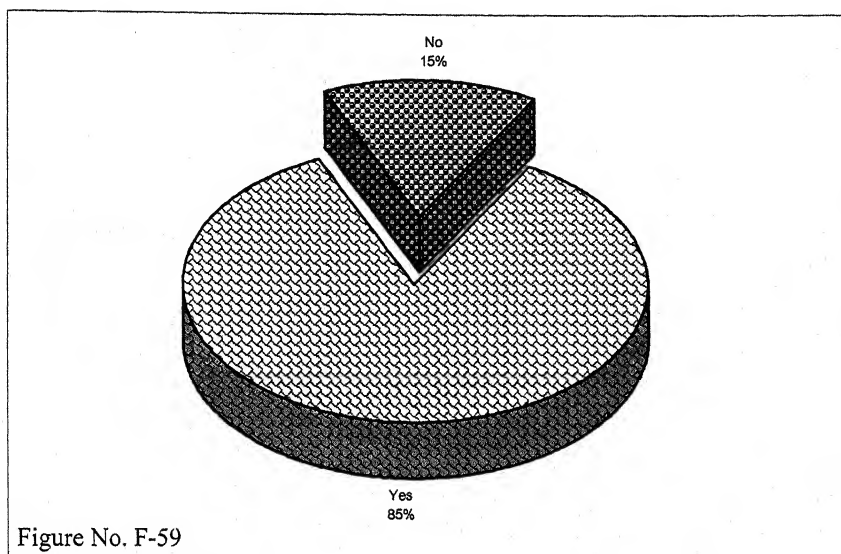
421



E.1.30 The physical stock verification of the library is arranged every year.

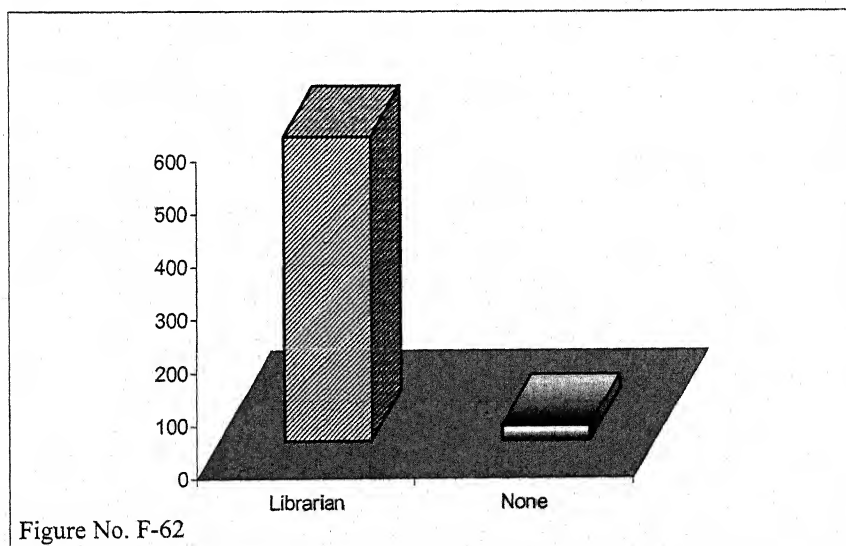
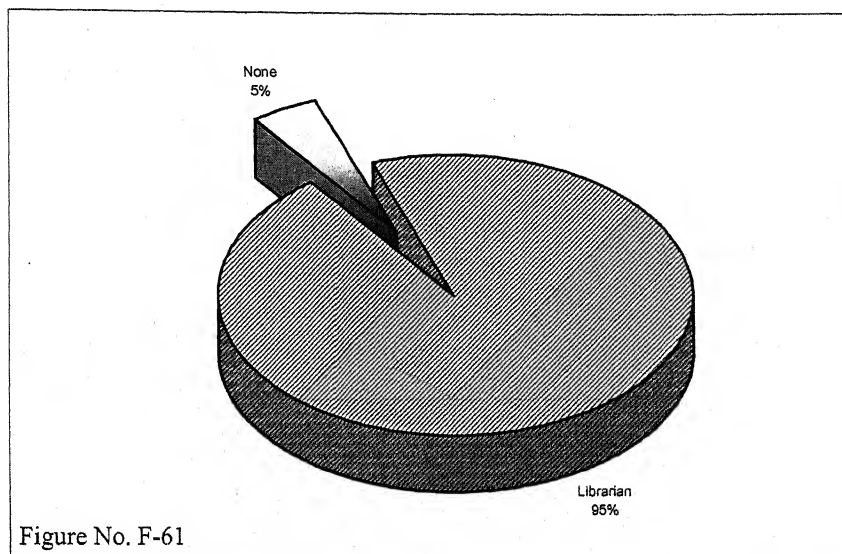
Yes  
No

504  
88



E.1.31 Responsibility for the loss of books in the Library.

Librarian	574
None	28



## SURVEY OF SCHOOL LIBRARIES IN N.C.T. OF DELHI

### E.2 Through School Students of Sr. Secondary Std.

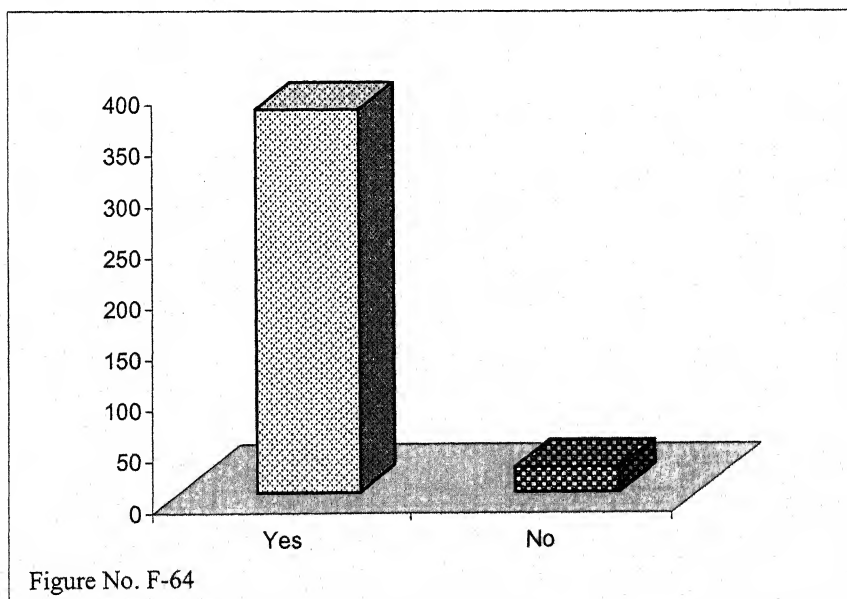
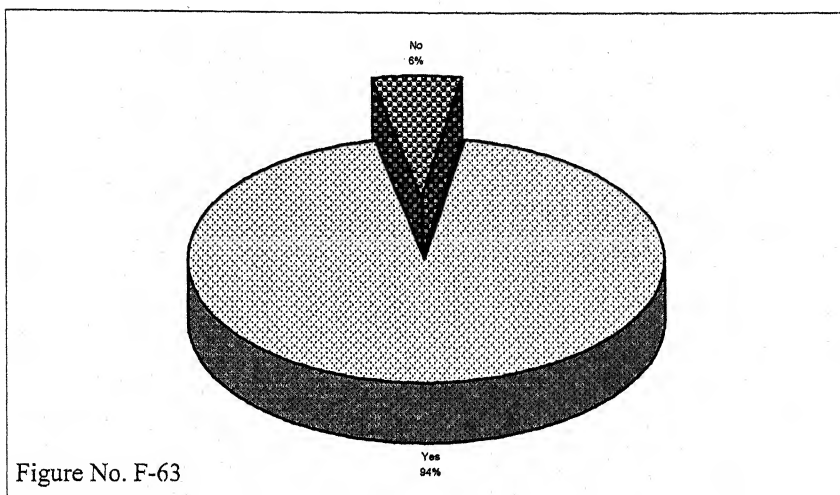
#### E.2.1 Students visit the School Library.

Yes

382

No

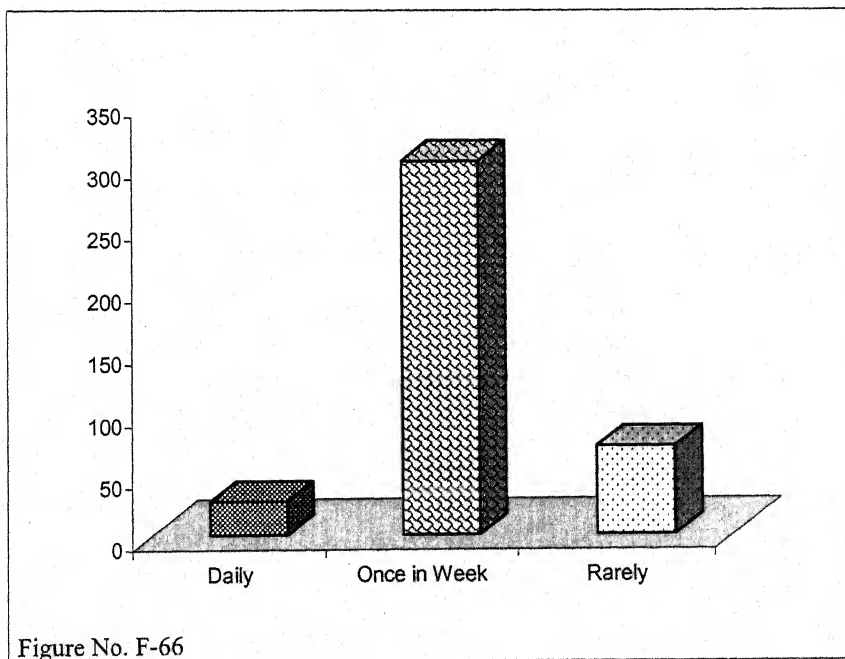
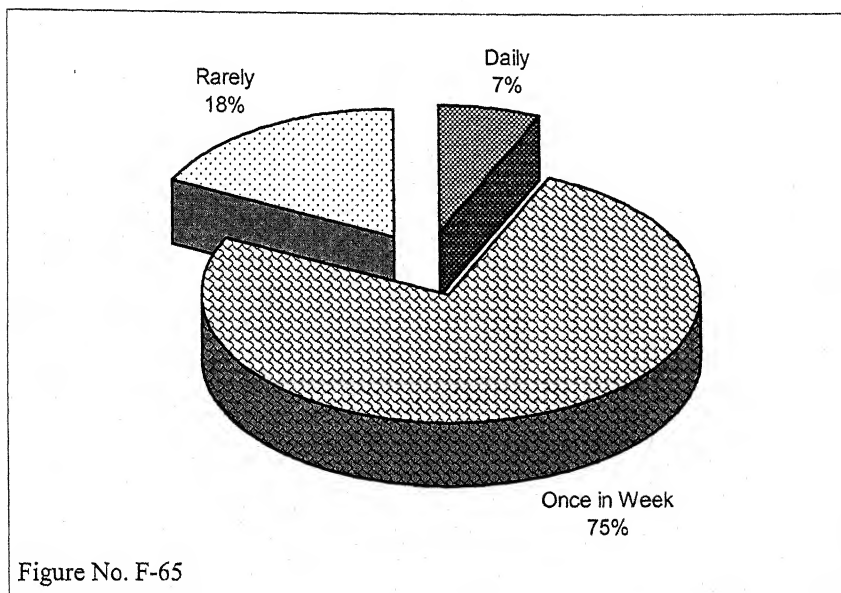
18



E.2.2 Frequency of visit to the Library.

Daily  
Once in Week  
Rarely

27  
302  
71



E.2.3 Sufficient time to visits the School Library.

Yes  
No

52  
348

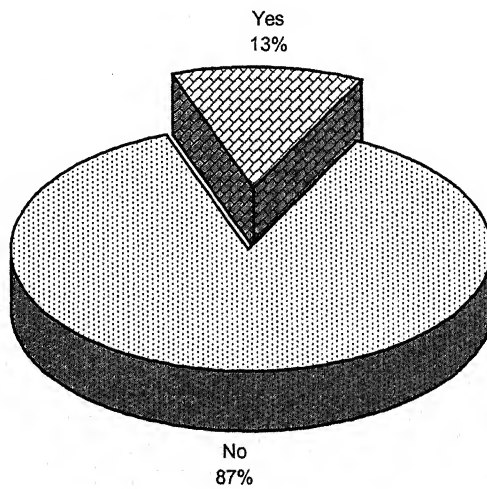


Figure No. F-67

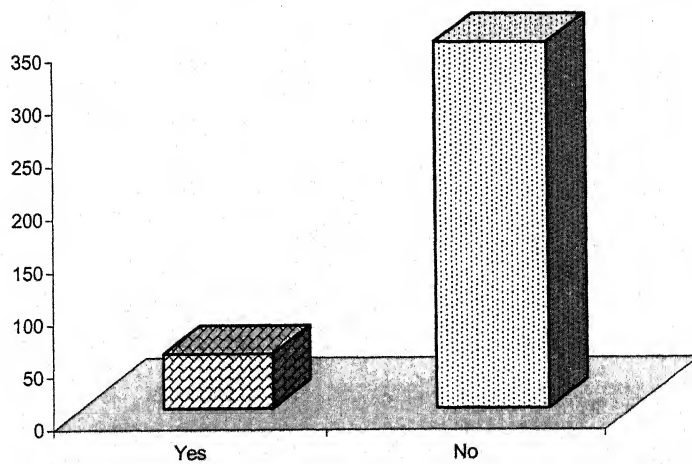
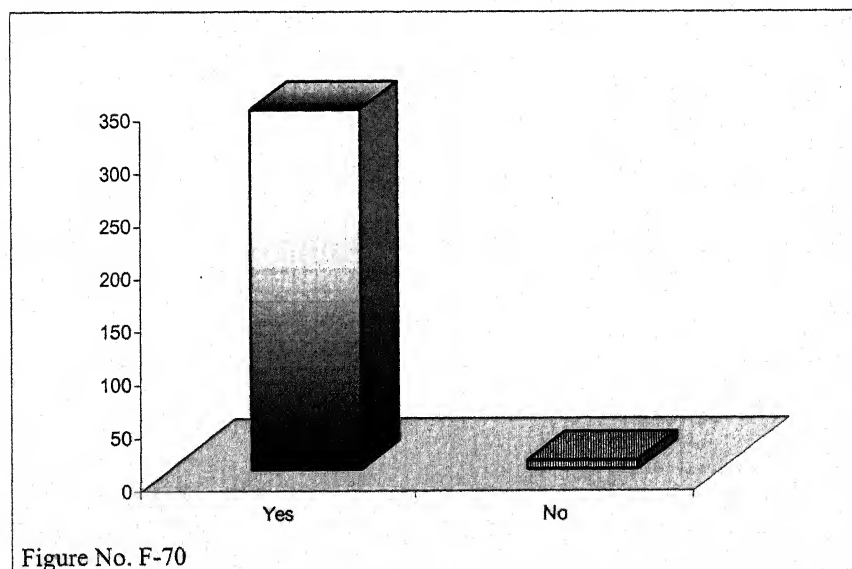
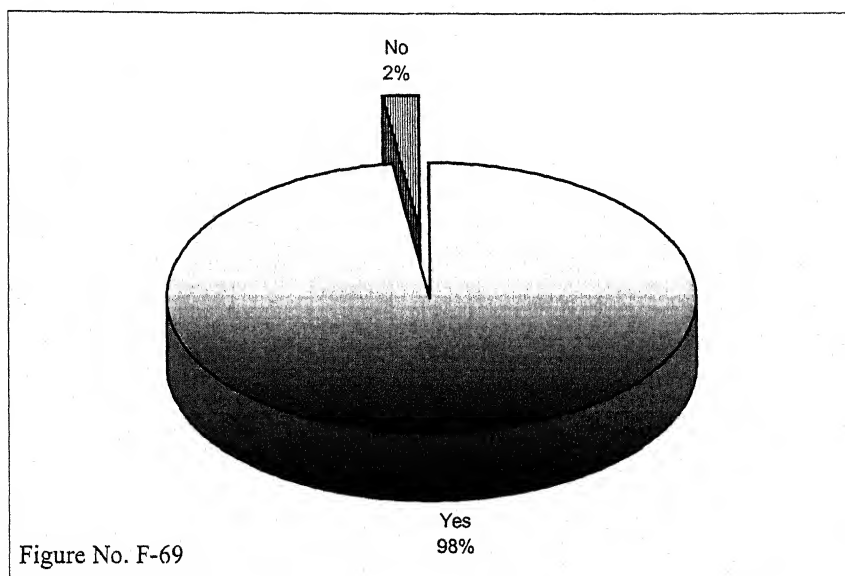


Figure No. F-68

#### E.2.4 Reasons for Dissatisfaction.

Library Period provided in the School timetable.

Yes	340
No	8



### E.2.5 Reasons for Dissatisfaction.

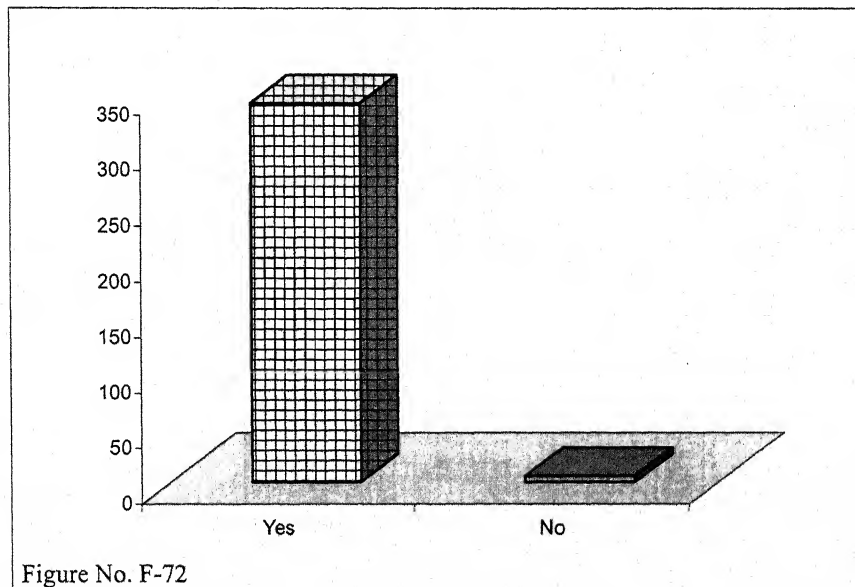
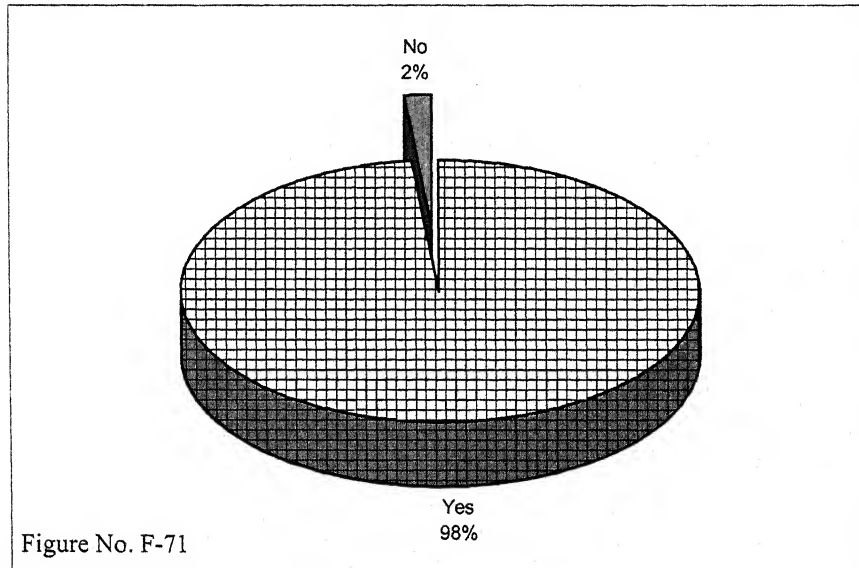
Too much burden of Class Work.

Yes

342

No

6

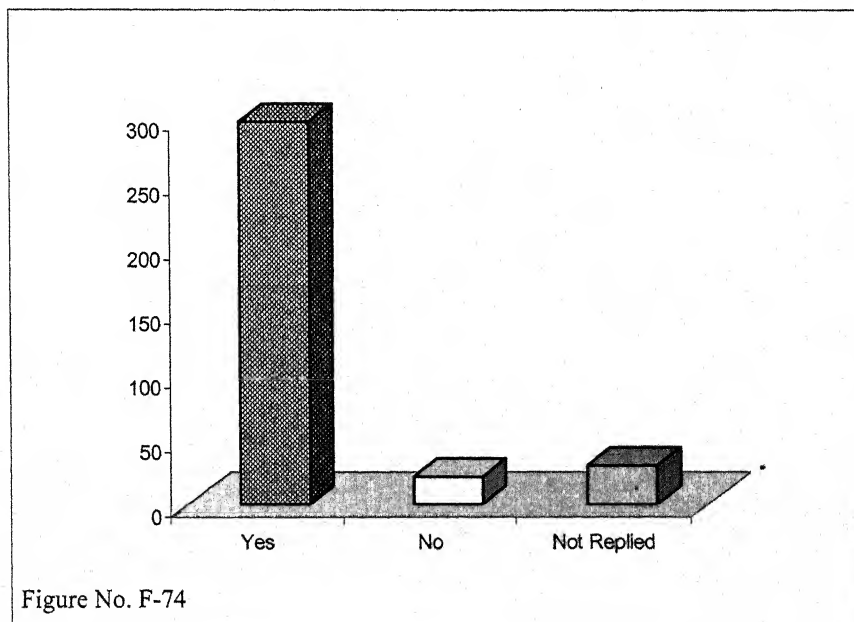
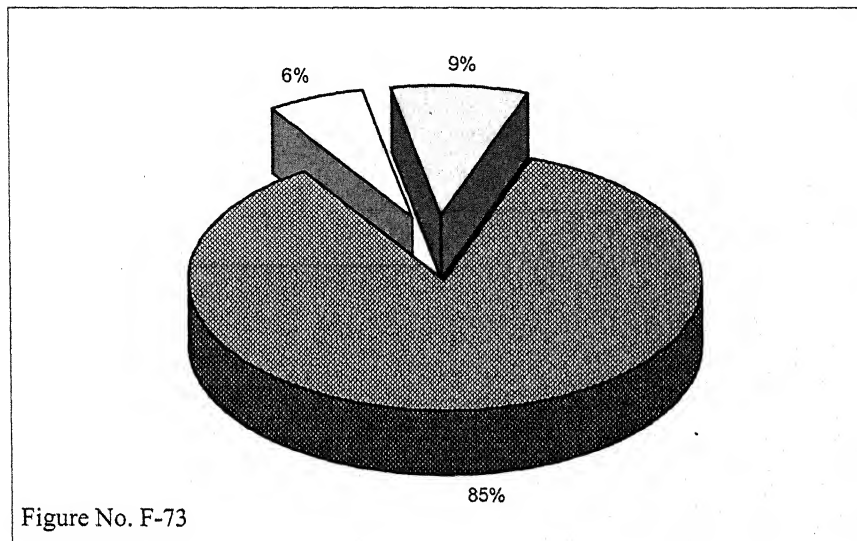




E.2.6 Reasons for Dissatisfaction.

Too busy with Textbooks.

Yes	297
No	21
Not Replied	30



E.2.7 Reasons for Dissatisfaction.

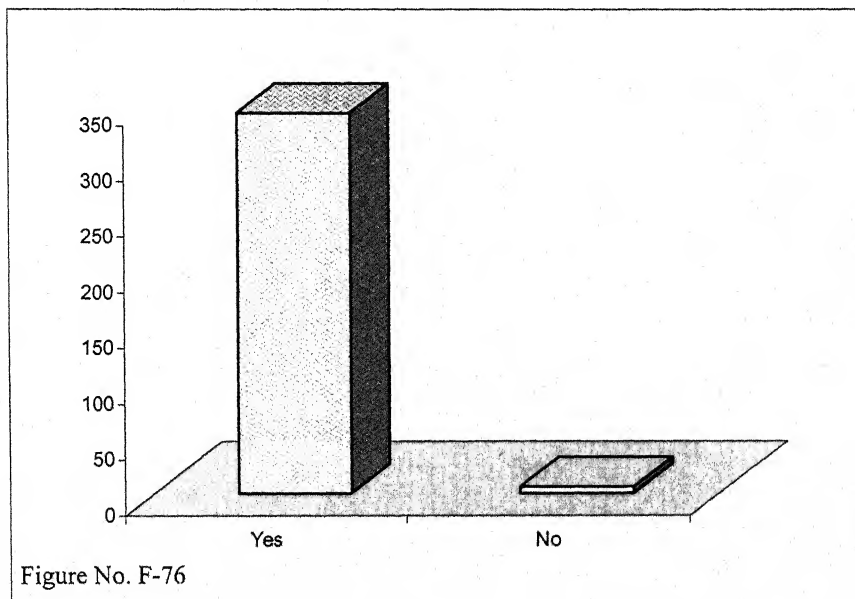
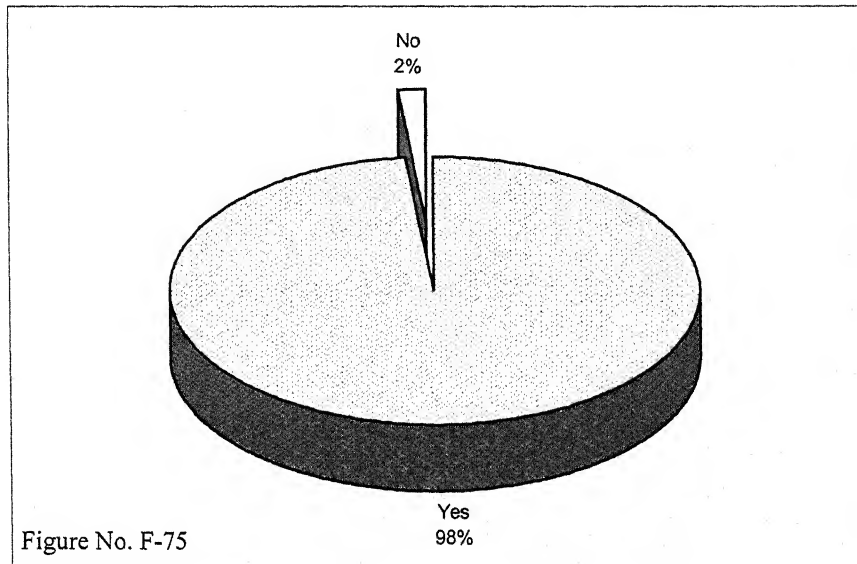
Over Burdened with Examination & Tests.

Yes

342

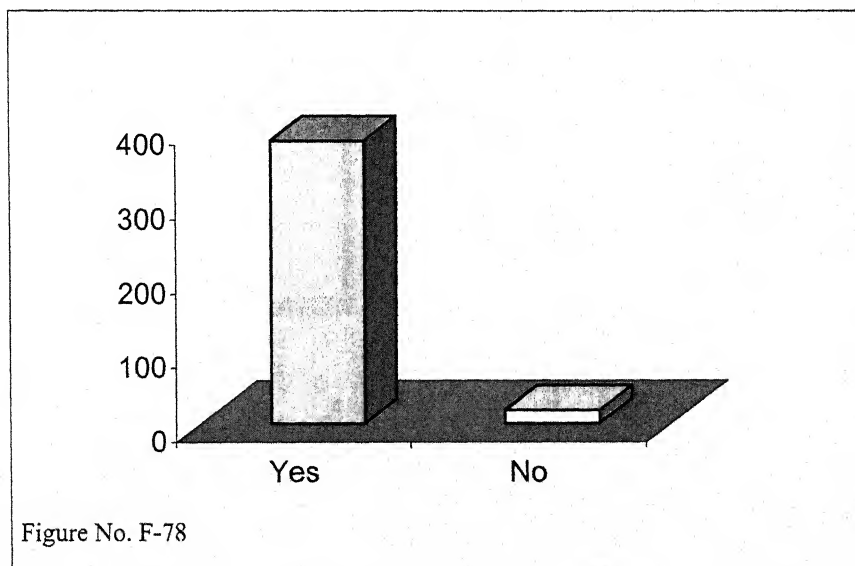
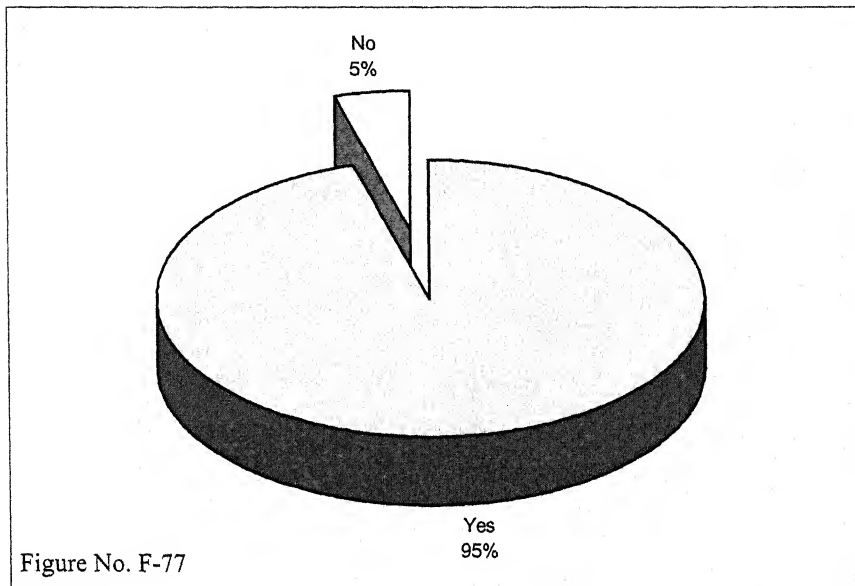
No

6



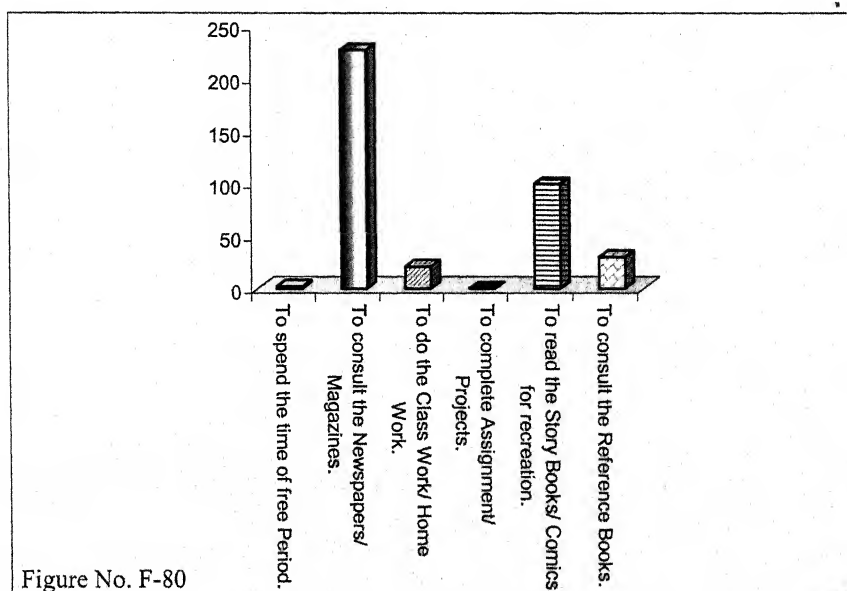
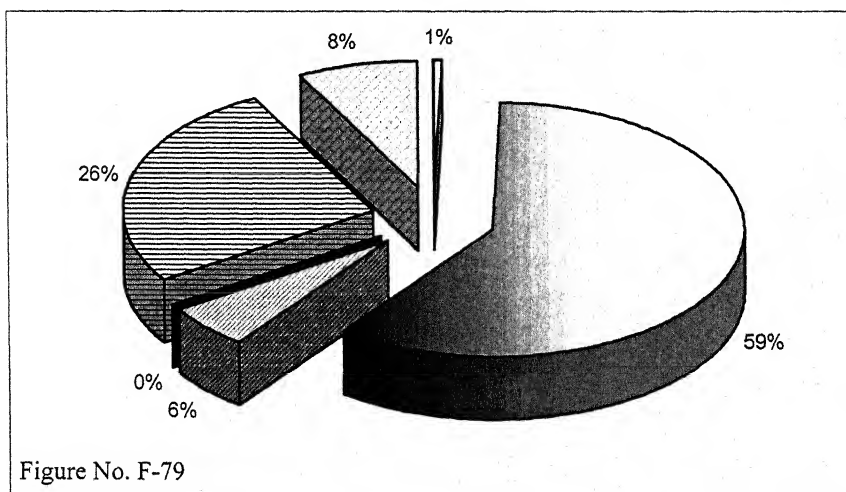
E.2.8      Use of library may be increased, if the detrimental factors are eliminated.

Yes	382
No	18



### E.2.9 Purpose of Visit to School Library.

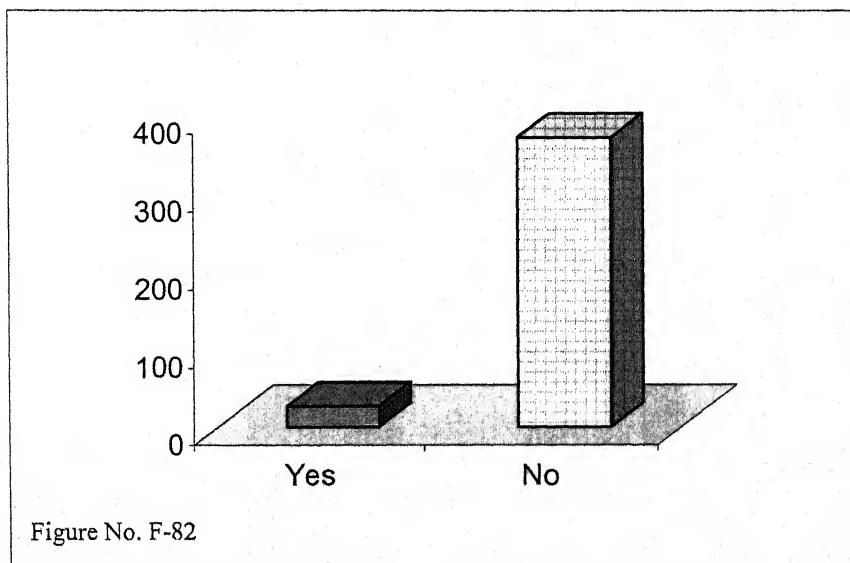
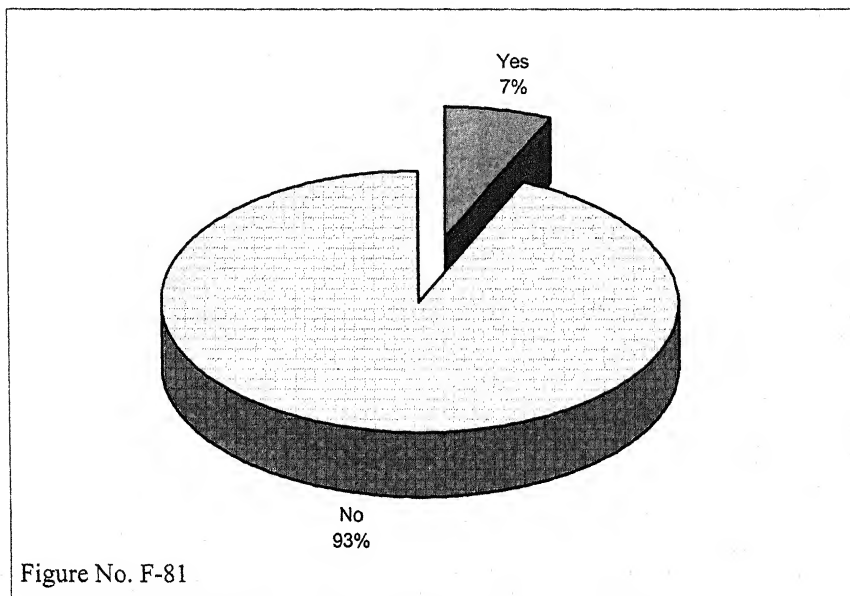
To spend the time of free Period.	2
To consult the Newspapers/ Magazines.	227
To do the Class Work/ Home Work.	21
To complete Assignment/ Projects.	0
To read the Story Books/ Comics for recreation.	100
To consult the Reference Books.	30



E.2.10 Contribution of Subject Teacher to initiate the use of School Library.

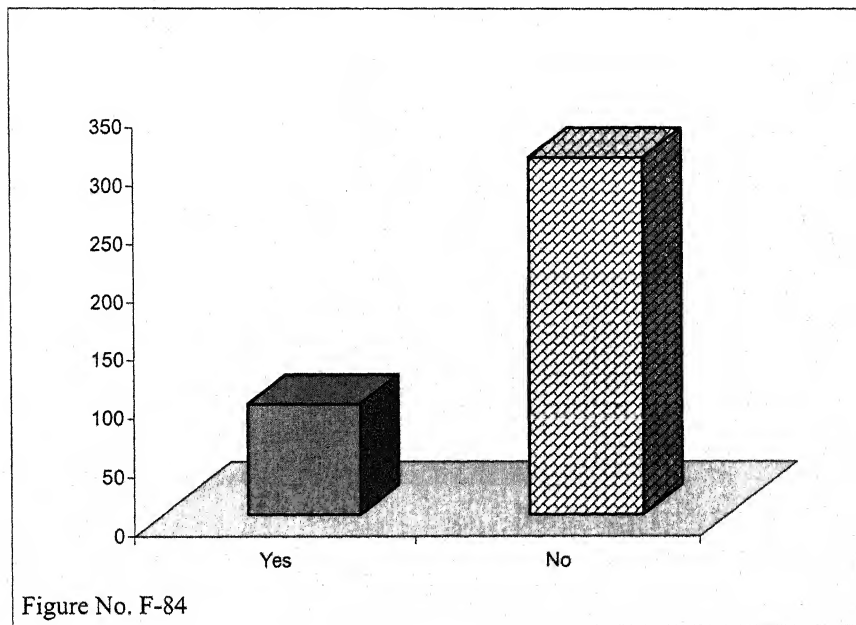
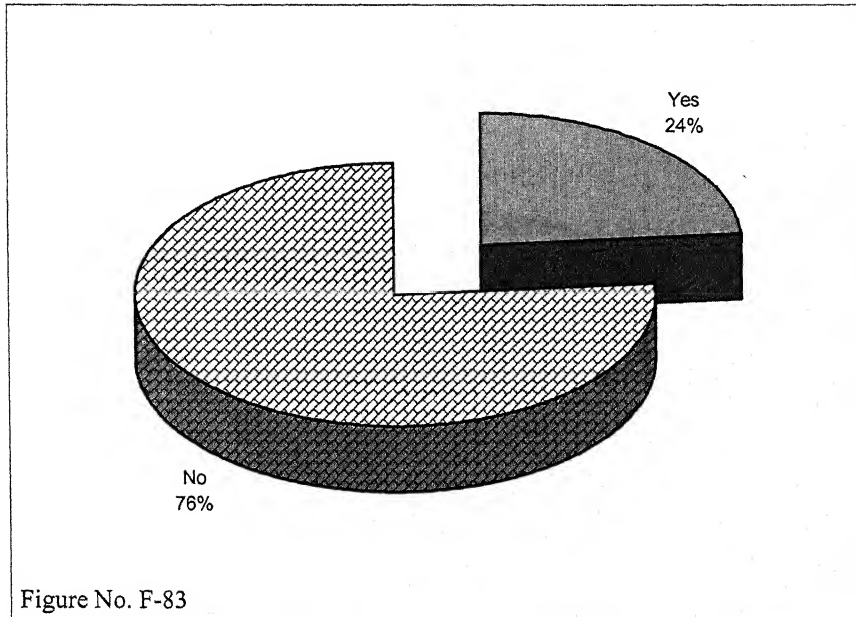
Yes  
No

27  
373



E.2.11 Reference Books used.

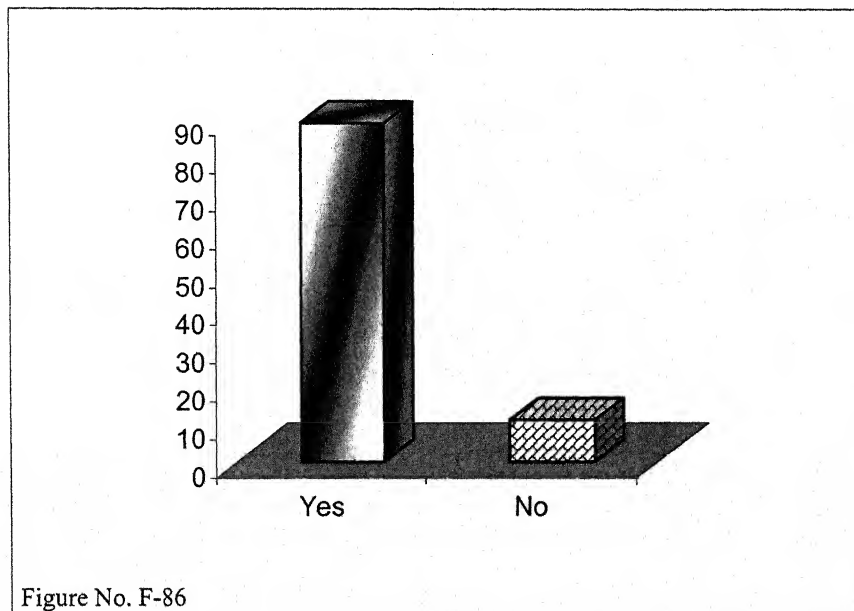
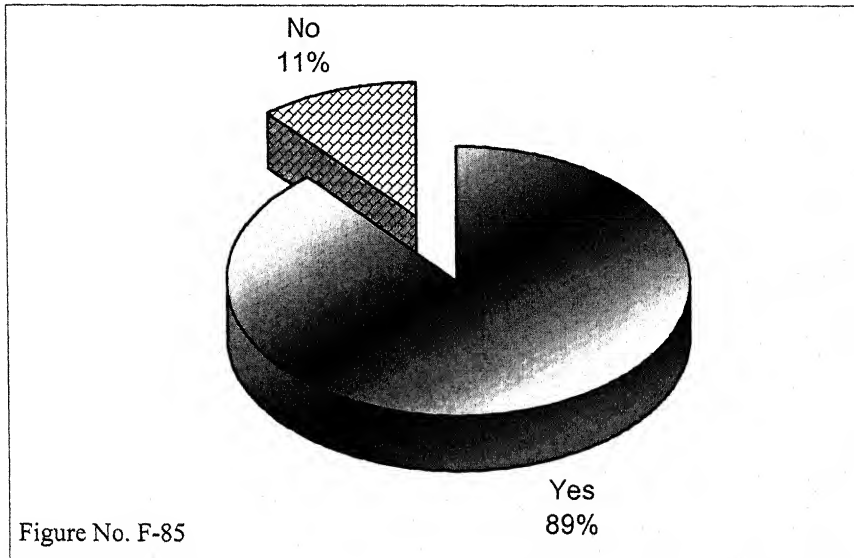
Yes	94
No	306



### E.3 Through School Teachers

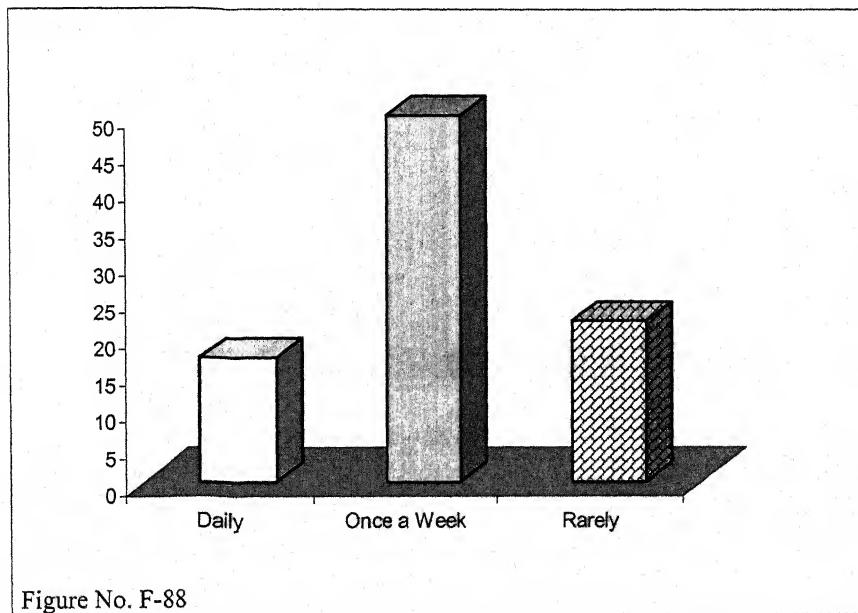
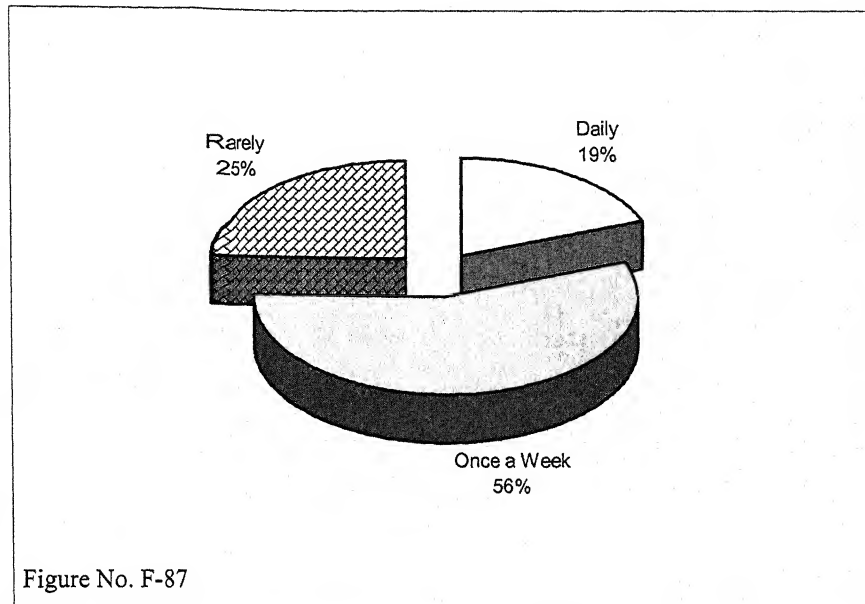
#### E.3.1 Teachers visit the School Library.

Yes	89
No	11



### E.3.2 Frequency of visit to the School Library.

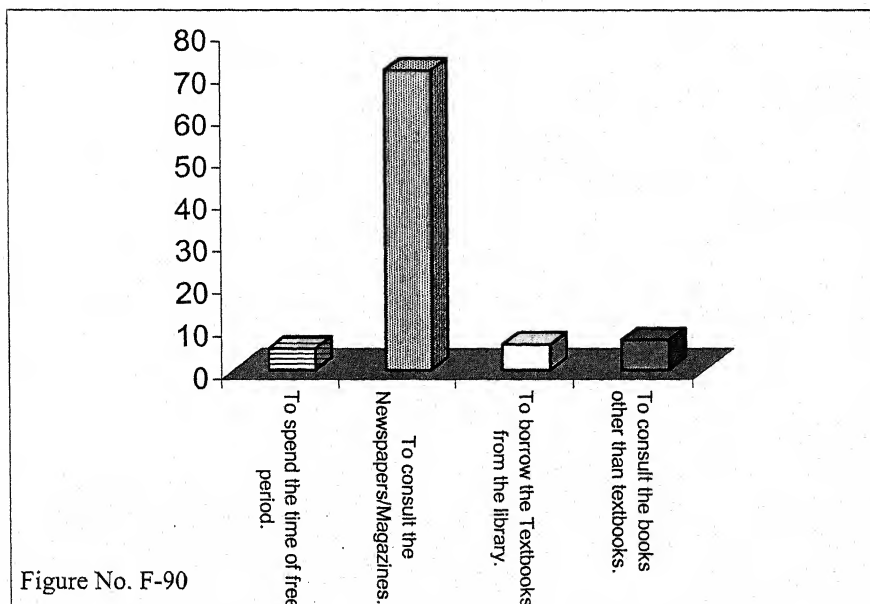
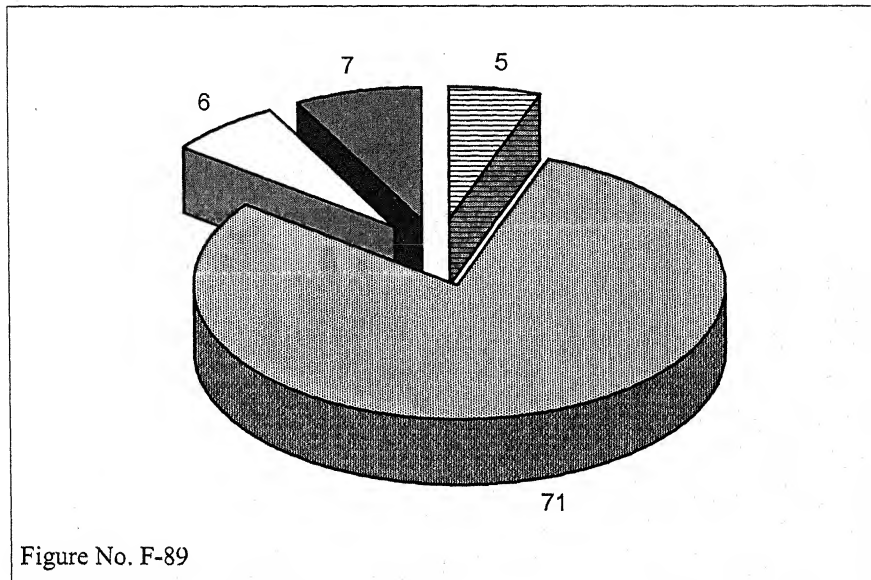
Daily	17
Once a Week	50
Rarely	22





### E.3.3 Purpose of visit to school library.

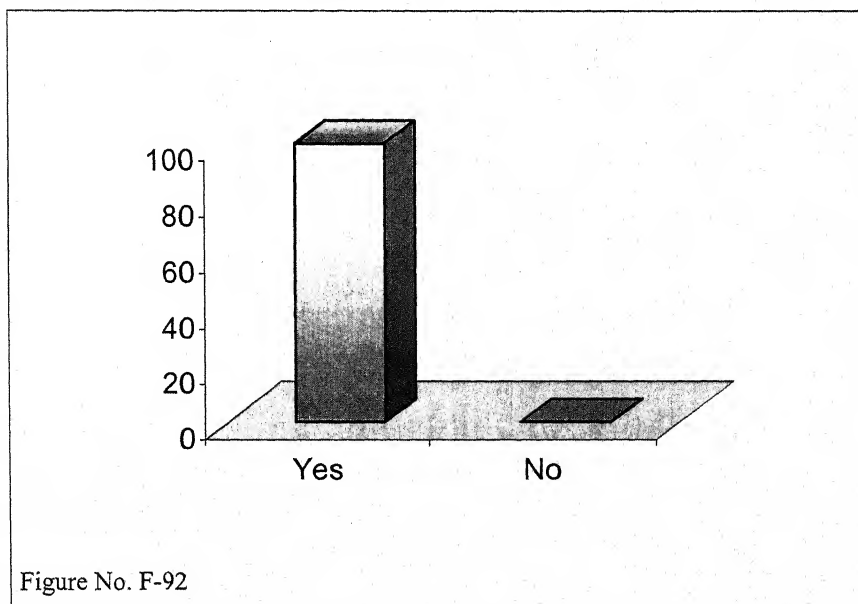
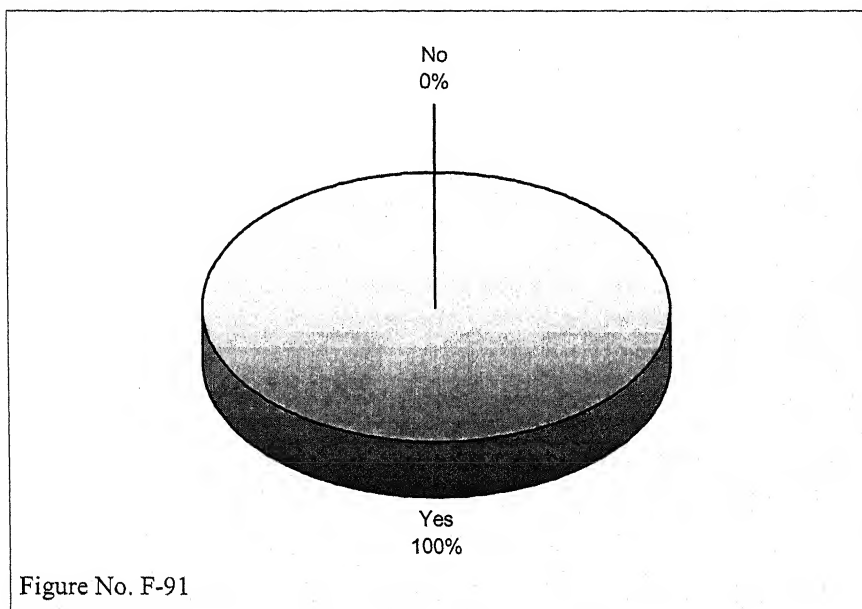
To spend the time of free period.	5
To consult the Newspapers/Magazines.	71
To borrow the Textbooks from the library.	6
To consult the books other than textbooks.	7



E.3.4 Library use broadens the vision and mental horizon of students all-round.

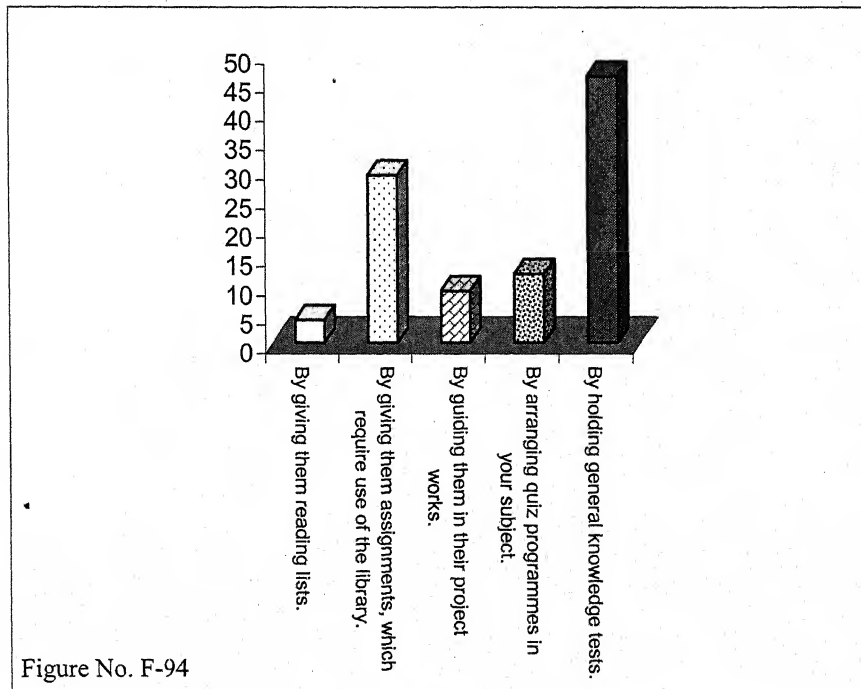
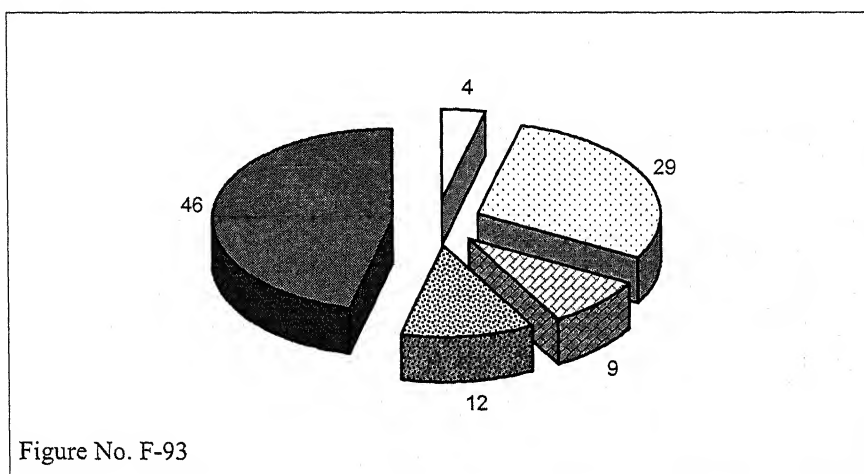
Yes  
No

100  
0



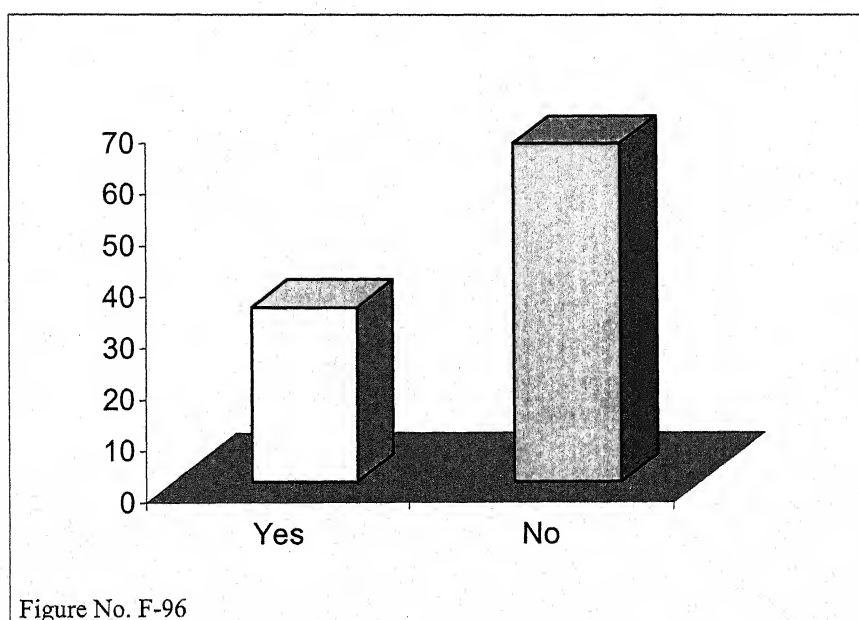
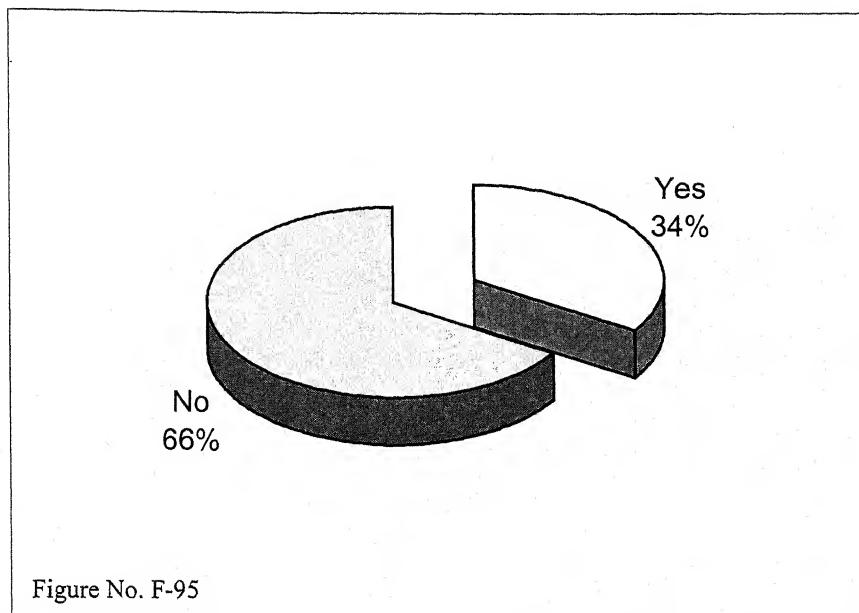
### E.3.5 Teachers' Role in Enhancing Library Use.

By giving them reading lists.	4
By giving them assignments, which require use of the library.	29
By guiding them in their project works.	9
By arranging quiz programmes in your subject.	12
By holding general knowledge tests.	46



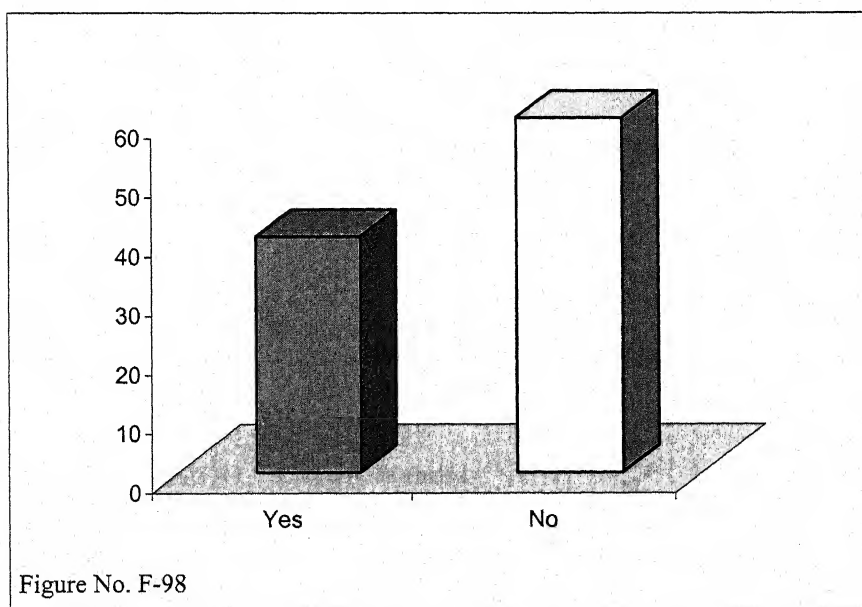
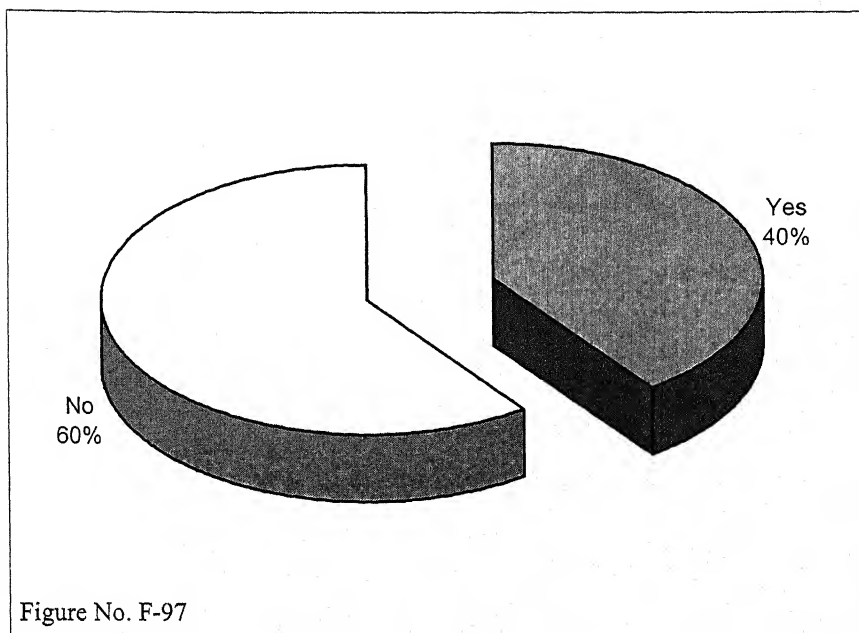
### E.3.6 Suitability of Library Collection for Teachers.

Yes	34
No	66

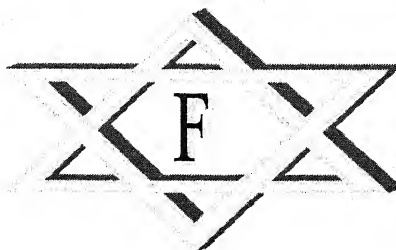


E.3.7 Classroom Teaching support from School Library.

Yes	40
No	60



# Chapter



## A Model of School Library.

### **F.1 Status of School Libraries in N.C.T. of Delhi**

- F.1.1 General Observations**
- F.1.2 Library: A Statutory Requirement**
- F.1.3 Personnel and Promotion Policy**
- F.1.4 Finance and Collection**
- F.1.5 Procurement for Purchase of Books**
- F.1.6 Space**

### **F.2 A Model of School Library**

- F.2.1 Location**
- F.2.2 Library Building and Furniture**
- F.2.3 Collection Development**
- F.2.4 Library Budget**
- F.2.5 Library Advisory Committee**
- F.2.6 Organisation of Information**
- F.2.7 Library Cell and Delhi School Library Service System (DSLSS)**
- F.2.8 Core Staff for Different Levels**
- F.2.9 Staff Development Programme**
- F.2.10 School Library and Information Service System (SLISS)**
- F.2.11 Library Manual**

## **Chapter – F**

### **A Model of School Library.**

By the term 'Model' is meant, description of an ideal situation or entity. It may be pertinent to clarify here that the terms 'Ideal' or 'Model' have not been used in this thesis as synonymous to 'Utopian' situation or entity, but as a realistically desirable situation. An utopian proposal may be 'conceptually ideal' but may not be viably ideal. Therefore, the 'Model' presented here is aimed at being a viable and realistically desirable proposition.

In order to prepare a viable and workable 'Model', it may also be pertinent to acquaint oneself, as background, with the status of school libraries and their services in N.C.T. of Delhi. This has been discussed in detail in Chapter-C and has been briefly highlighted below, before venturing upon describing the proposed Model. Therefore, this chapter's theme has been presented under following sub-heads:

#### **F.1 Status of School libraries in N.C.T. of Delhi**

F.1.1 General Observations.

F.1.2 Library: A Statutory Requirement.

- F.1.3 Personnel and Promotion Policy.
- F.1.4 Finance and Collection.
- F.1.5 Procurement for Purchase of Books.
- F.1.6 Space.

F.2 **A Model of School Library.**

- F.2.1 Location.
- F.2.2 Library Building and Furniture.
- F.2.3 Collection Development.
- F.2.4 Library Budget.
- F.2.5 Library Advisory Committee.
- F.2.6 Organisation of Information.
- F.2.7 Library Cell and Delhi School Library Service System (DSLSS).
- F.2.8 Core Staff for Different Levels.
- F.2.9 Staff Development Programme.
- F.2.10 School Library and Information Service System (SLISS).
- F.2.11 Library Manual.



These two aspects viz. Status of School Libraries in N.C.T. of Delhi and A Model of School Library have been discussed in detail in succeeding sections.

## **F.1 Status of School Libraries in N.C.T. of Delhi**

### **F.1.1 General Observations**

- Library is part and parcel of a school set up. Its effective functioning is very essential for the creation of a proper academic ethos which is indeed a pre-requisite for the realisation of the objectives for which schools are set up.' On the other hand, the feeling of dissatisfaction with the working of the libraries is widespread in the society in general and in the educational system in particular. According to the Sixth All India Educational Survey (NCERT 1998) only 12372 out of 89226 of Higher Secondary schools in India have a full time trained librarian. \*1
- Thus, as many as 86% senior secondary schools are deprived of the service of full time trained librarians which is not an encouraging situation. Though, libraries do not exist in the remaining schools also, but are being managed by teachers as an

additional responsibility in addition to their normal work of teaching. In the absence of professional training in library science, and because of other pre-occupations, teachers entrusted with the responsibility of running these libraries, find it difficult to provide effective library services. However, in this regard, NCT of Delhi is quite fortunate, as most of the schools in Delhi have full time librarians with professional training in library science. \*

School education, reckoning from standard I-XII, starts at the age of six and goes upto seventeen years of age. These are the formative years of the child and play a crucial role in forming everlasting habits. School library becomes a very important institution in this context because the library plays a collective role of all types of institutions set-up by the society. \*The society has set-up educational institutions for broadening the mental horizon of members of the society, have set-up cultural and recreational organisations to provide healthy recreation to the society and so on. Positive features of all institutions, set-up by the society are inherent in libraries. These provide or help in providing information and education, these are places for healthy

recreation, and these inculcate the feeling of sharing the resources which feeling is pillar of democracy. Therefore, regular visit by a student to the library will result into formation of good habits of acquiring knowledge, acquiring information and devoting to healthy recreation. All these will convert them into better citizen. •

Any change in the pattern of teaching and learning will have a corresponding effect on the organisation and functioning of library resource centre. School libraries can not remain isolated from developments in education. Demand for the modern, well-equipped, well-staffed school library has emerged from changes in education, which have led to greater demand for resources in schools. Until 1960s, teaching and what was taught in school was of paramount importance i.e. schools were content-orientated. • But now the emphasis has shifted from teaching to learning. "Learning to learn", rather than learning the given content has become the guiding principle of pedagogy. Changes in teaching methods have led to greater freedom for pupils to develop learning and information skills by using a wide variety of resources for classroom based work or fro project work in class

and in the library. The traditional 'chalk and talk' approach of teacher-centred education has been modified. While teachers still spend time in introducing the topic to pupils and in explaining concepts and methods in a lecture-type situation, there is now greater emphasis on discovery learning. In this type of learning, pupils learn on their own and, when possible, at their own pace.

In view of the emerging educational and technological developments, there will be increasing demand for more library services and for more technical skills among school librarians. The emphasis on the use of varied material by student has enhanced the role of the school librarian in the selection of materials by the students. Need for more individual work by pupils has led to a greater use of school libraries. There is a growing need for information skills to be taught across the curriculum, with school librarians being actively involved in promoting these skills.

#### F.1.2 **Library: A statutory Requirement**

Delhi School Education Act and Rules 1973 includes provision of library service as one of the conditions for obtaining recognition from the competent authority. Rule 51(ii) of Delhi School Education rules further elaborates this condition as under :-

- (i) Adequate library facilities, in the case of primary school and,
- (ii) in the case of any other school, a separate room for the library, to be used exclusively for the purpose and on no account such room shall be considered as accommodation available for class teaching;
- (iii) A reading room attached or adjoining to the library wherever possible;
- (iv) the library has a stock of books specified by the Director as also books specified by the Affiliating Board and such other books as may meet the needs of the students and of the teachers;
- (v) The library has also books suitable for teachers in their professional work and reference work.

Rule 56 provides that if a school fails to provide any facility specified in Rule 51, an appropriate authority may, after giving to the school a reasonable opportunity of showing cause against the proposed action, withdraw or suspend recognition of a school.

This implies that a school not providing library service will not be eligible for government recognition. By implication, it also means that every Government school will also provide library service to the students and teachers.

Article 42 of the Delhi School Education rules (1973) also provides that the Director may issue detailed instructions regarding the maintenance and use of school libraries.

### **F.1.3 Personnel & Promotion Policy**

At present in Govt. schools in Delhi, libraries are manned by professionally trained librarians. The Pay scale is at par with the pay scale of a Trained Graduate teacher (T.G.T.). After putting in service of 12 years, a librarian becomes eligible for senior scale which is the scale of a Post-Graduate Teacher (P.G.T.). The eligibility criterion for recruitment as librarian is graduation

followed by Bachelor degree in Library Science or Diploma in Library Science. There is no provision for vertical mobility for school librarians beyond the selection scale of 1640-2900 (Revised Rs.6500-10500). Even after the grant of selection scale, a librarian's designation remains the same. There are no professional posts in the supervisory cadre, exclusively for librarians at the Zonal, District or Directorate level.

In a government school there is only one post of Librarian irrespective of the number of books and students. As per the post fixation norms, one attendant is admissible if the number of books exceeds 15,000 but, generally, the librarian has to manage the whole show single handedly. In the event of the librarian's absence from the school, library services remain suspended. Moreover, many posts of librarians are not filled resulting in denial of library services to students. Besides, due to inadequate staff, school libraries have close access system because there is always apprehension for loss of books. In case of damage and loss of books the responsibility is of the librarian and he/she is called upon to make payment for the loss of books.

A librarian remains busy morning till evening like all other teachers. In the timetable of each class, one period per week is allocated for library reading. The whole class goes to the library in the period when students borrow and return library books. Thus, the librarian does not get sufficient time for doing professional work. It has been observed that even the schools, which possess good libraries, do not make optimal use of them because most of the time the librarian is engaged in non-professional jobs.

#### F.1.4 **Finance & Collection**

There are different sources of funds for the purchase of library books. Some portion of the pupil fund charged from students can be spent for the purchase of library books. Directorate of Education also releases grant for purchasing books every year. In addition, there is always possibility for utilising P.T.A. (Parent Teacher Association) funds for enriching school library. A survey conducted by SCERT revealed that during 1993-94, the average of library grant released to a senior secondary school was around



Rs.4000/-. In addition, a few schools spent some amount (less than 15% of the grant) from the pupil fund or PTA fund.

The number of books in a school library ranges from 1500 to 18000 depending on the standing of the school. The older and established institutions have bigger libraries in comparison to the school recently established or upgraded. Number of textbooks range from as low as 255 to as high to 9000. Number of books meant for teachers' range from 47 to 4500. Number of newspapers in the library of about 50% schools is 2 or less than 2. Number of periodicals in about 25% schools is less than 5, between 6 and 9 in 25% schools and more than 9 in about 50% schools.

#### **F.1.5 Procedure for Purchase of Books**

Directorate of Education issues general instructions for purchase of books. The Delhi State Textbook Bureau invites specimen copies from publishers for inclusion in the suggested list of books. The Bureau appoints a Committee to screen the books and recommend some of these for school libraries. The list of

books suggested for purchase is made available to all the schools. The schools are required to purchase around 80% books from the list supplied by Textbook Bureau and the remaining 20% they can purchase on their own on the recommendation of the teachers of different subjects. In view of the increasing cost of the books, the number of books, which the schools can purchase in a year, is inadequate. There is a general complaint that the books recommended by the Textbook Bureau are not appropriate and suitable for teachers and students. Principals and teachers generally demand a free hand for the purchase of books. They have also suggested that the ratio of books to be purchased by the school out of the recommended books, and from other source needs to be changed.

#### F.1.6 **Space**

Space made available to the school library in most of the cases is inadequate. Almirahas containing books are placed in a room, which is generally of the size of a classroom. In most of the schools, there is hardly any space where students and teachers can sit for reading books or preparing notes. Libraries are not

designed and constructed keeping in view requirements of a library. New methods will have to be developed for economising space.

## F.2 **A Model of School Library**

Detailed description of status of School libraries and their services in N.C.T. of Delhi, as detailed in chapter-C and the brief highlights thereof, presented in the foregoing pages, have provided an insight for developing a viable and workable 'Model' which has been proposed and presented below.

### F.2.1 **Location**

A good modern school library should be housed in a spacious room specially designed to facilitate the learning process. It should be located at a place conveniently accessible from all parts of the school. Students should have access to facilities for viewing, listening and personal study. There should also be adequate arrangement for heating, lighting and ventilation.

Electrical power outlet for using audio-visual equipment should also be available.

If we bear in mind the uses to which the library will be put, the chief needs will be as follows:

- (a) Easy accessibility, in view of its contact with all sides of school activity;
- (b) Quiet, in view of its use;
- (c) Provision for expansion; for libraries which seem in prospect amply adequate, constantly prove, in the course of a few years, to be too small, and the method of prefabricated unit building brings planning for expansion within the range of practical politics;
- (d) Adequate natural lighting. A room wider than twenty feet, for instance, should be lit from more than one side.

Indian Standards regarding the location of the school library is as under:

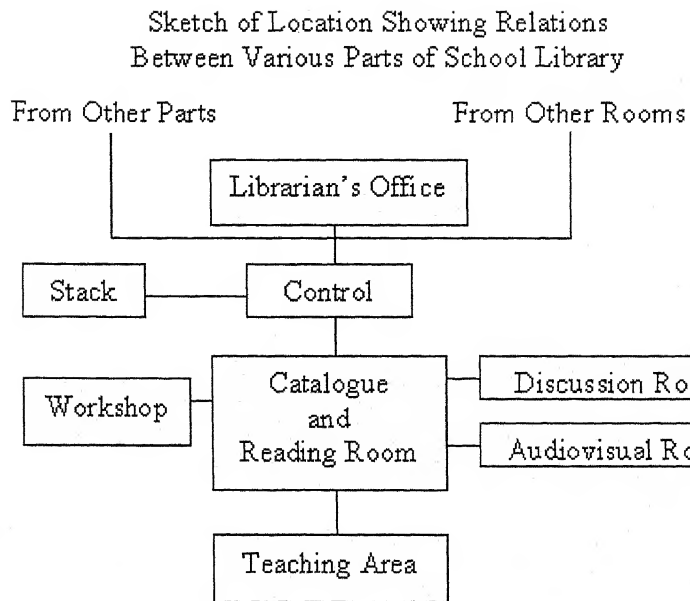


Figure No. F-99

1. Location of library with respect to other rooms in the school building shall be such that it is conveniently approachable from the main entrance, and should be centrally located with respect to teaching area.
2. The library block should provide calm and quiet atmosphere for the readers.
3. The longer axis of library should run east to west with some adjustments depending upon the latitude of the place. the entrance should be provided from a veranda or lobby.\*2

For the fullest and most effective use of a collection of books, especially in a large school, a group of rooms, or 'Library Block' (like a 'Science Block'), is ideally required; and where a new school is being planned such a block should be considered at the time of inception itself. A library block should include:

- (a) The main library, where the general collection of books is kept, and where most of the house keeping work in the library is done;
- (b) The librarian's work-room, well provided with cupboards, shelves and storage space, where he may put books awaiting preparation for use, or books withdrawn for repair or rebinding; where work on which the librarian is engaged (i.e. cataloguing) may be left undisturbed, and where minor repairs may be carried out;
- (c) One or more conference rooms, to accommodate six to eight pupils, for the use of small groups, for joint work

or discussion which cannot be carried on in the main library without some disturbance to other users;

- (d) In larger schools, a reading room, to accommodate additional readers when the main library is occupied by a class for library work, and, perhaps, to house the newspapers and periodicals which the library takes in;
- (e) A stack room, where books rarely needed may be stored.\*3

#### F.2.2.1 **Size and Sitting Capacity**

Essential rooms required for the school libraries shall depend on the size and strength of schools. Minimum requirements for planning of school library as recommended by Indian Standards are as follows:

No. of Vols.	5000-30,000
No. of current Periodicals	20-30
No. of Readers Seats	40-120
Staff at Service Point	2-3

The main library room may serve both as stack and reference room with arrangements for lending books near to the exit.

The recommended area of various rooms specified in Indian standards as shown in sketch on pre-page shall be as follows:

Audio-visual storage room	-	45 m <sup>2</sup>
Workshop	-	45 m <sup>2</sup>
Discussion room	-	2m <sup>2</sup> per person
Library classroom	-	75m <sup>2</sup> at the rate of 1.25m <sup>2</sup> for 10 Students
Reading Room	-	1.5m <sup>2</sup> , Min per person (seated)

**Layout of Reading Room \*4**

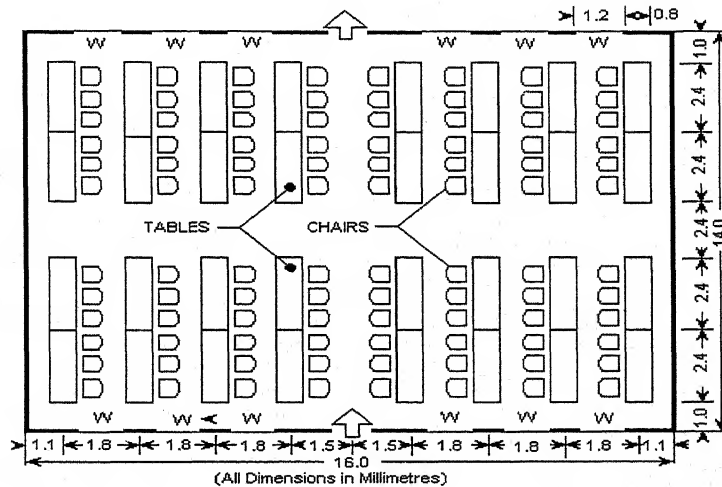


Figure No. F-100

If stack and reading room are combined into one, the area required for shelving to be provided shall be as follows:

- a. Book storage - 25-30 volumes per metre run of shelving



b. Number of volumes required

to be stored - 5-10 volumes per student

One entry and one exit shall be provided to ensure safety of books. A small room for the repair of damaged books shall be provided in the library. \*5

As a minimum there should be accommodation for a whole class, plus a number of individual readers. Provision should be made for a collection of books appropriate to the size and work of the school, and for the necessary equipment. Where there is no librarian's room, a small part of the room can be set aside for his use. Where existing buildings are adapted for library use, dimensions are, of course, fixed, and it remains only to plan the most effective use of the space available. But where the library is still to be built, account should be taken of standards worked out by those familiar with the trend of modern school library practice.

#### F.2.2.2 **Lighting**

A sufficient amount of light must be cast on walls and tables to make reading pleasant and careful attention must be given to fixture from the point of view of appearance.

The recommendation of Bureau of Indian Standards regarding lighting may be enumerated as follows:

1. Natural lighting when provided should be free from glare and glazed area should be equal to the minimum of 15 percent to 20 percent of the floor area of the reading room concerned.
2. Window height and the width of the room should have a minimum ratio of 0.35.
3. If windows are used on one side of the room, the wall opposite to the glazed wall should not be at a distance more than 8 m.
4. The intensity drop across the width of the reading room shall not exceed 2:1.

5. Bilateral lighting should be provided in case the width of the room exceeds 8 m.
6. CHHAJJAS or hoods, when provided, shall be kept to a minimum required to exclude rain or direct sunlight and to minimize glare.
7. Glare caused due to sun-lit surfaces in front of windows may be avoided by introducing plant growths of suitable variety and size.
8. To avoid undesirable contrast between the sun-lit surfaces and the interior walls and windows sashes, the same should be painted in suitable light colours.

#### F.2.2.3 **Acoustics:**

The specification of Indian standards regarding acoustics are as follows:

1. Wherever rooms have to be used for teaching purposes, to distribute the sound uniformly throughout the room, the points given in 10.1 to 10.4 shall be given consideration.

2. The background noise shall be low enough so as not to interfere with the desired sound of speech.
3. The desired sound shall be loud enough to be heard without effort.
4. The reverberation time shall be short enough to avoid echo and long enough to provide blending.
5. The distribution of sound shall be uniform throughout the room.

F.2.2.4      **Thermal Comfort:**

1. General – The windows and ventilators shall be so fixed that it is possible to control the movement of air through them.
2. Hot and Dry – The rooms or block shall be so oriented that area of walls and windows exposed to sun is reduced to minimum.
3. The outer surfaces of the building shall be treated with reflective colours.
4. Pavings close to the library blocks shall be either avoided or reduced to minimum.

5. Hot and Humid – The rooms of library block shall be so oriented as to take maximum advantage of prevailing breeze.
6. The areas exposed to sun shall be shaded to provide protection from afternoon's sun.
7. The windows and ventilators on the windward side shall have a smaller area than the windows and ventilators provided on the leeward side.
8. Hedges or compound walls shall be placed in such a manner so as to help the flow of air in the direction of windows on the windward side.
9. The levels of windows or ventilators on the windward side and leeward side should be staggered in order to induce movement of air at suitable working levels.
10. Cool Dry or Cool and Humid – The rooms of library blocks shall be so oriented as to provide maximum sun-lit area.
11. Materials, which conserve heat and facilitate heating, should be used in the construction. \*6

#### F.2.2.5 **Library Furniture**

Furniture in school libraries bears a close relationship in its educational efficiency. the seats must be comfortable and of suitable height. It is desirable to avoid what may be called 'class-room atmosphere' and so desks, and other typical furniture of the classroom should not be used. All school library manuals rightly lay stress on the creation of a friendly atmosphere, and ways of attaining it may be safely left to the taste and imagination of those concerned. Most of the furniture, however, must be of a more utilitarian kind. This is not inconsistent with beauty of design.

Tables need not be the entire same pattern. A combination of round and rectangular tables gives variety. Tables should not as a rule is larger than the five feet by three feet six inches (5feet x 3.6 feet). A table of this size will seat six readers. Larger tables are less easy to move about. For the secondary and senior secondary schools the normal adult height of thirty inches is satisfactory; for younger pupils most table should be twenty-six

inches high, with a few of twenty-four inches and twenty-eight inches.

The specifications for the tables in the library laid down by Bureau of Indian Standards may be enumerated through following figure : \*7

**Illustration of Study Table**

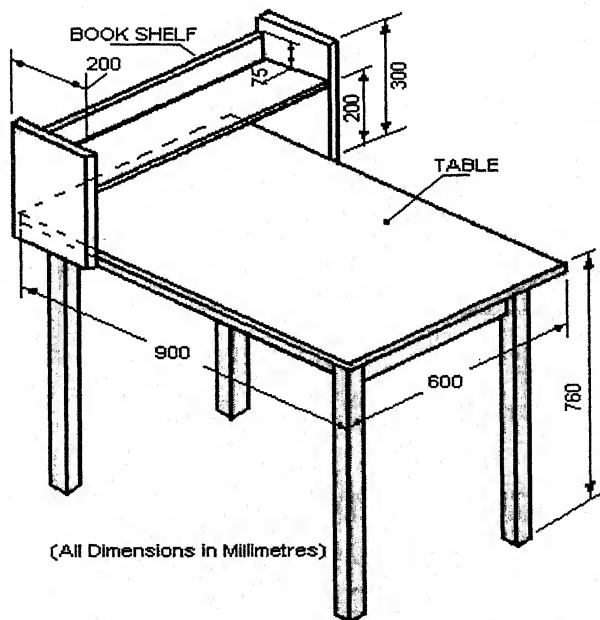


Figure No.: F-101

### Illustration of Reading Room Table

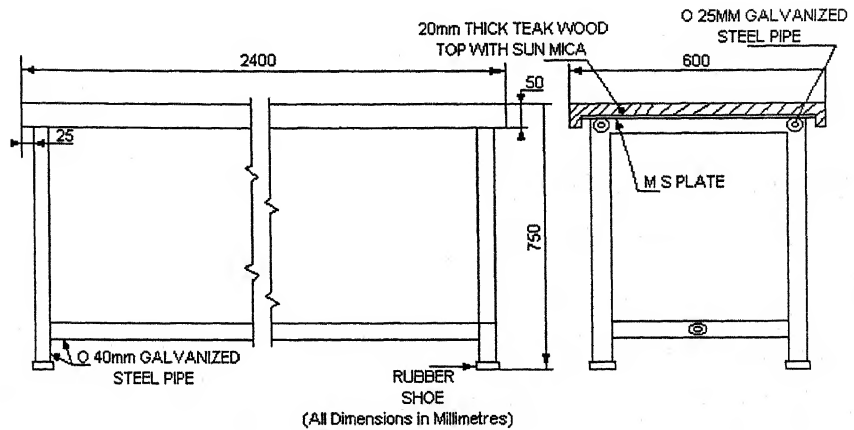


Figure No.F-102

Chairs should be simple and strong, and for comfort should have rounded backs and moulded seats. For use with tables' thirty inches high, eighteen-inch chairs should be provided; for the lower sizes, chairs fourteen inches and sixteen inches respectively.

However, the specifications of size of furniture for school library laid down by Bureau of Indian Standards are follows:

Height of bench or chair	=	42.5 cm
Height of table	=	65 cm
Maximum height of periodicals gallery	=	150 cm



The recommended heights of furniture for students of primary classes are as follows:

Height of bench or chair = 34 cm

Height of table = 50 cm

**Line Sketch of Chair With Armrests, showing essential dimensions. \*8**

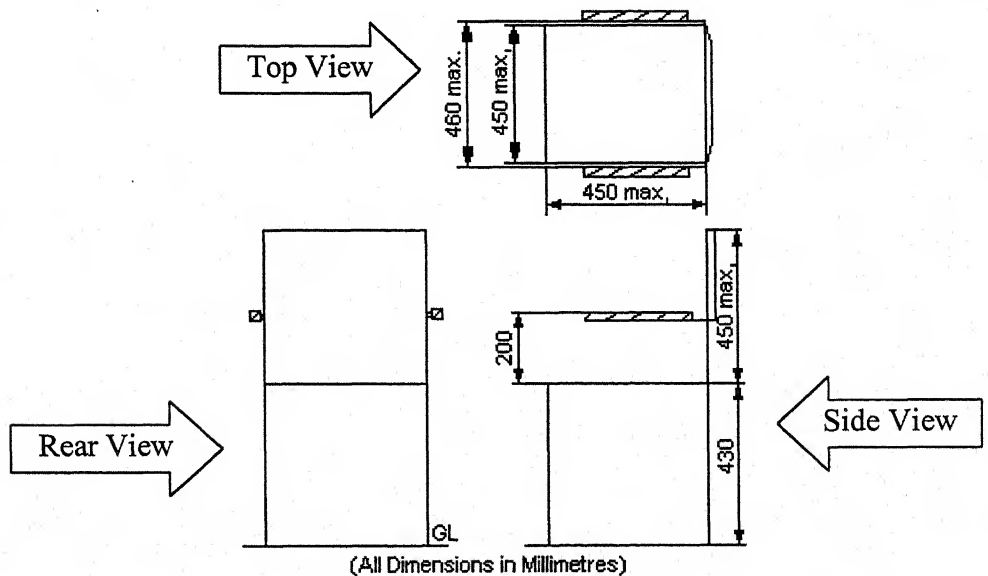


Figure No.F-103

Other details of dimensions are left to the designer's consideration in view of flexibility in design.

The furniture items other than chair & table prescribed in Indian standards meant for use in a library are as follows:

Unit book rack,  
Book trolley  
Catalogue cards tray and cabinet,  
Charging trays,  
Periodicals display rack,  
Display stand.

**Unit Book Rack:** The wooden bookracks shall be rectangular at all the measurable surfaces within a tolerance of  $\pm 8$  mm. between the two diagonals of the rectangle. The dimensions of Unit Book Rack specified in Indian standards may be enumerated in the following table:

Table No. T-13

**Dimensions of Unit Book Racks**

Sl No.	Unit Book Rack	Height	Width	Depth
1.	Double-faced	2200 mm.	2000 mm.	450 mm.
2.	Single-faced	2200 mm.	2000 mm.	300 mm.

### Sketch of Double Face Unit Book Rack \*9

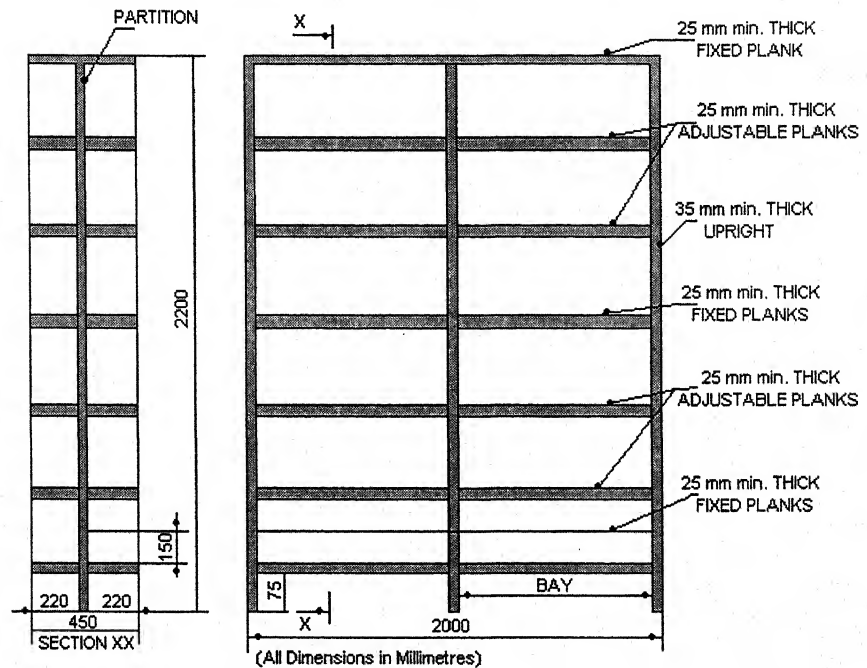


Figure No.F-104

**Book trolley:** The book trolley shall have to pairs of slopping shelves and one flat bottom self for books of large size. The essential features and specification of a book trolley laid down by Bureau of Indian Standards may be enumerated as follows:

1. The height of trolley shall be 750 mm the same as that of a table.
2. The planks shall be suitably supported such as by iron rods and the uprights rigidly connected to each other.
3. Suitable protection may be provided at the bottom corners and the ends of uprights to minimize damage due to knocking against other furniture or fittings or walls or pillars.
4. The trolley shall be fitted with four rubber tyred ball-bearing wheels; one of the swivelling type at each end and two of the fixed type in the centre.

**Illustration of Book Trolley \*10**

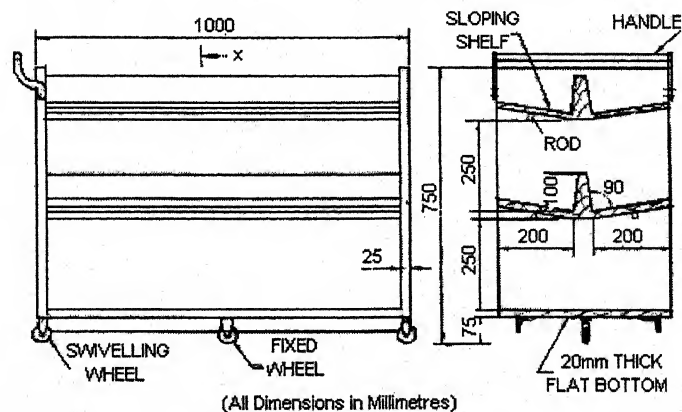


Figure No.F-105

**Catalogue cards tray and cabinet:** Dimensions and construction of catalogue cards tray specified Bureau of Indian Standards are as follows:

1. The size of catalogue cards tray shall be 125 x 75 mm.
2. The external dimension of the tray shall be 155 x 100 x 430 mm. The side and back planks shall be 12 mm thick and 55 mm high. The front plank of the tray shall be 155 mm wide and 100 mm high.
3. A central strip (not shown in Figure) shall be provided at the bottom of the tray to receive a device to prevent the sliding of the card rest. It shall be 30 x 5 mm.
4. The bottom of the tray shall also be fitted with two reapers 25 x 5mm (not shown), property centred and inter-connected. The bottom shall not be covered in order to prevent collection of dust.

5. A brass rod or a rod of similar corrosion resisting material, 5mm in diameter shall be fitted right through the centre of tray to lock up the cards. A knob shall be screwed to the rod projecting through the face plank, to permit pulling out of the rod. The rod shall be held at the back of the plank with a hook.
6. To prevent the tray from being accidentally pulled entirely out of the socket, a self locking gravity catch shall be fixed suitably.
7. A brass label holder shall be provided at the face plank just above the centre. The face plank may also be fitted with a knob or a handle to pull the tray.
8. A movable card rest with a hole in the appropriate position for the brass rod to pass through it shall be fitted. A fixed card rest adjacent to the face plank or a suitable slope of the rear of the face plank, shall also be provided. \*11

### Illustration of Catalogue Cards Tray

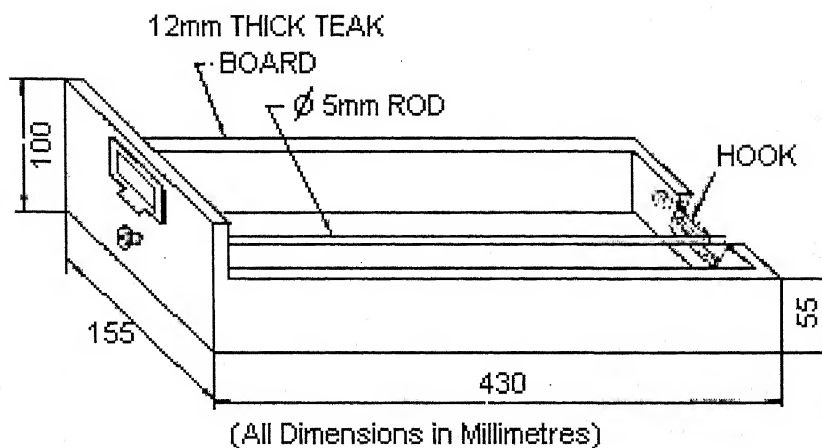


Figure No.F-106

**Catalogue card Cabinet:** Catalogue card cabinet shall consists of two parts.

- a. The cabinet.
- b. The stand on which the cabinet rests.

The dimensions of cabinet shall depend upon the number of trays it carries. The overall dimensions of the catalogue cards cabinets having different number of trays shall be as follows:

Table No. T-14

## Dimensions of Catalogue Cards Cabinets

All dimensions in millimetres					
S No.	Number of Trays	Length	Height		Depth
			Stand	Body	
1	36	1090	70	675	455
2	30	1090	840	560	455
3	24	1090	840	455	455
4	20	915	840	455	455
5	16	710	840	455	455
6	12	560	710	455	455
7	9	560	710	345	455

- a. The planks used for the sides, back, bottom and top shall be 20mm thick.
- b. The front of the cabinet shall be divided into six vertical columns by means of five intermediate planks 20mm thick and 200mm wide.
- c. The front of the columns shall be connected with the back of the cabinet by pairs of cross bearers at regular



intervals to give a clear socket opening for the tray to fit in. The cross bearer shall have 20mm thickness and 25mm width.

- d. Suitable arrangements shall be made to lock at least two consecutive columns by one device.
- e. A pull out slide, where desired, may be provided within the cabinet. \*12

### **Illustration of Catalogue Cards Cabinet**

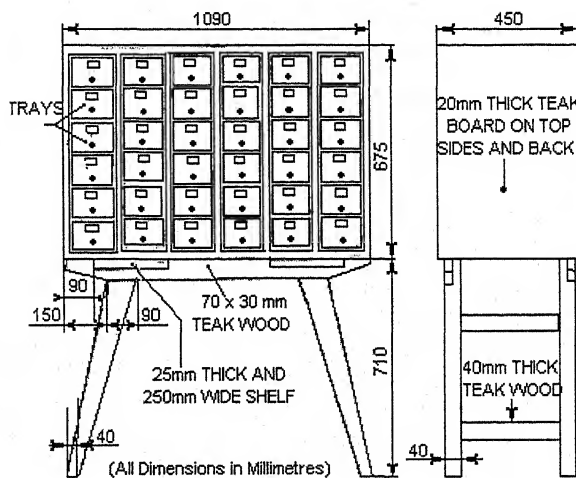


Figure No.F-107

**Charging trays:** Charging trays are meant for containing readers' tickets. The trays may have one, two, three or four compartments.

The essential dimensions of the charging trays depend upon the size of the tickets issued. The overall dimensions of various trays shall be according to Newark Charging System or Browne Charging System given in the table. The outer planks shall be of 18mm thickness and the inner partitions for making compartments shall be 12mm thick. \*13

Table No. T-15

**Dimensions of Charging Trays**

(All dimensions in millimetres)

Type of Charging Tray	Newark Charging System				Browne Charging System			
	Length	width	Height (with Cover)	Height (W'out Cover)	Length	Width	Height (With Cover)	Height (W'out Cover)
Tray with one compartment	405	120	180	125	405	95	100	75
Tray with two compartments	405	215	180	125	405	165	100	75
Tray with three compartments	405	310	180	125	405	235	100	75
Tray with four compartments	405	405	180	125	405	305	100	75

**Periodicals display rack:** The overall dimensions of the periodicals display rack as per specification of Bureau of Indian Standards shall be as follows:

- a. Height - 1910mm
- b. Width - 1435mm
- c. Depth - 405mm

A periodicals display rack shall consist of twenty-five compartments in five rows. Each compartment shall be of the size 265mm x 345mm and it shall be fitted with display shelf having a handle cum label holder.

The outer sides of the rack shall be of 18mm thick teak board. The uprights, top and bottom shelves shall also be made of teak board of 18mm thickness. Intermediate horizontal shelves shall be of 12mm commercial ply and the display shelves shall be of teak wood frame with 5mm teak ply. \*14

### Illustration of Periodical Display Rack

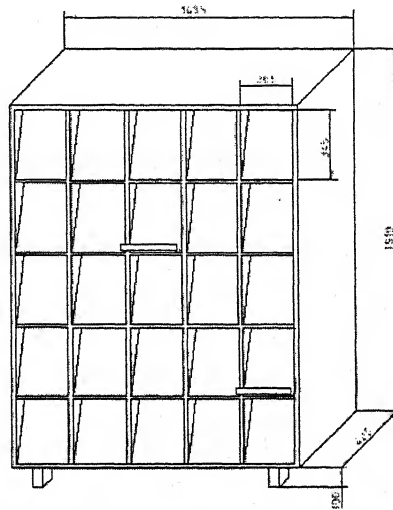


Figure No. F-108

**Display stand:** Display stand shall be of 910mm x 910mm or 1220mm x 1220mm size. It shall be made of any soft surface board like perforated board, strawboard, etc. It shall be capable of holding pins. Display stand may either be single or double as required. \*15

Traditionally speaking the collection of a school library would consist of books and magazines. However, if the modern school library aims at becoming the hub of the activities of a school so as to contribute to the achievement of educational excellence, it must be converted into a resource centre equipped with, besides the books and magazines, the non-book materials such as films, video cassettes, audio cassettes, slides, pictures, globes, maps, charts, newspaper clippings, project reports, assignments etc. All these are the knowledge containers and the users are enabled to make their use for getting the information they need.

The students should be in a position to use the library and information centre for preparatory work, pre-class work, supplementary reading. In a modern library, the students get information about different events, festivals, sports etc. in connection with organisation of co-curricular activities. The students interested in preparing a model or an exhibit or in preparing to participate in essay writing or eloquent ion or quiz competition are able to take help of the library. The collection of a

modern library also includes literature relating to different vocations, institutions of higher education, technical and professional institutions, competitive examinations and various scholarship schemes.

A modern school library or a cluster library is expected to provide the following services to students and teachers:

Display of materials and information; organisation of story telling sessions; book talks; book debates; essay competition quiz etc; initiation and orientation of users; assistance in location of appropriate materials related to the project/assignments undertaken by students and teachers; arrangement for career and vocational guidance, establishment of class library in addition to the school library, and preparation of annotation bibliographies.

A good library places much emphasis on the quality of material to be acquired and its organisation and use. It possesses sufficient materials related to the needs of students accommodating diverse learning skills of users at varying maturity and ability levels.

In a good library, careful selection of material by competent and qualified staff as per well-defined criteria, such as appeal and value for users; accuracy, style and format, should be made. There should be a clearly spelt out selection policy based on the demands of the curriculum and availability of resources. Cooperation with teachers in the selection of materials is vital so that teachers' subject knowledge combined with the school librarian's knowledge of information sources is utilized to ensure purchase of only most relevant material. The material may include books, periodicals, maps, wall-charts, videotapes, audiocassettes, multi-media kits and computer software.

The following type of material shows form the core collection of a school library:

- (i) Multiple copies of text books.
- (ii) Basic reference sources such as one general encyclopaedia, two or three pictorial encyclopaedias and a few copies of good dictionaries of various categories such as:

English-English (Advanced learners)

English-Hindi (Such as by Kamil Bulke)

Hindi-English (Such as by Nagendra & Mahendra)

- (iii) Biographies of great men and women [such as Dictionary of National Biography by S.P. Sen, India's who's who (Publication division, Govt. of India) Builders of Modern India (N.B.T.) etc.]
- (iv) Stories from Panch Tantra, Aesops Fables.
- (v) Adventurous stories such as Arabian Nights and Adventures of Robin hood.
- (vi) Pictorial books on Animals' life and stories on animals.
- (vii) Books relating to travels, games and sports.
- (viii) Books portraying the golden past and culture of the country.
- (ix) Childrens' magazines, popular magazines (Tin-Tin, चन्दा मामा), Cartoon (चाचा-चौधरी, लोट-पोट), Scientific (Science Reporter, विज्ञान-प्रगति), Competitive (Competition Master, प्रतियोगिता-दर्पण).

Beside these, reading material is also essential to have the provision for audio-visual material and access to computer in the library equipped with educational games and multimedia. Such



provisions will not only enhance knowledge of the students and teachers but will also act as catalyst for attracting the students in the library.

#### F.2.3.1 **Acquisition Policy**

At present schools are purchasing books mainly out of the list of books recommended by Delhi School Textbook Bureau. Most of the schools find these books unsuitable for their needs.

It would be better if schools are given more freedom to purchase books of their own choice based on the needs of the teachers and students. Since the library grant released by the Finance Department of Directorate of Education of G.N.C.T. of Delhi is inadequate, the schools are not in a position to enrich their libraries. Therefore, the researcher suggests that in addition to purchases made individually by the schools, there should be a system of centralised purchase at the Directorate level. A Cell at the Directorate level should be established and entrusted with the responsibility to make bulk purchases of standard books suitable for students and teachers. The books purchased may be

processed at the central level and then supplied to cluster libraries or school libraries keeping in view the need and number of books required. Since the library discount for bulk purchase will be substantial in comparison to library discount available to individual libraries, the number of books to be centrally purchased will be much larger with the same amount of money than the number of books purchased individually at school level.

A Library Purchase Committee should be constituted at the Directorate level. Educational administrators, educationists and professionals in Library Science may be appointed as members of the Committee with the Deputy Director (Libraries) as Member Secretary. If necessary, the Committee may appoint subject committees for making recommendations on the basis of the merit of the books submitted by different publishers and book venders in the field of children literature and books of school students level.

Though, the government or Directorate of Education of G.N.C.T. of Delhi may initiate and implement a Collection Development Policy for school libraries, but the practice of preparing list of

prescribed/recommended books and making it obligatory and part of the school library to purchase books from within this list, should be dispensed with. The schools must be allowed to purchase books/reading material depending upon their needs and requirements. The selection may be done by the school book selection committee/library committee.

#### F.2.4      **Library Budget**

It is suggested that at least 10% of the plan budget of the education department should be allocated for the improvement of libraries. However, this should not include expenditure on salaries of staff appointed under plan schemes.

##### F.2.4.1      **Book Replacement Fund**

Through this research study it has been found that many librarians avoid lending of books to the users, as they are personally held responsible for their loss or damage. The present researcher suggests that a 'Book Replacement Fund' be established in each school with an annual contribution of Rs. 1/-

per student. The books lost or damaged should be replaced out of this fund in terms of Government of India General Financial Rule 116 which states that loss of three books per thousand books issued/consulted be accepted as a reasonable loss per year. The researcher is of the view that library use will increase in the absence of fear of recovery of loss from the librarian.

#### F.2.5 **Library Advisory Committee**

A Library Advisory Committee may be appointed at the level of the Directorate of Education. It should comprise of educational administrators, educationists, teachers, principals and professionals in library science. The composition of the committee may be as under:

- Two officers of the Deptt. of Education – Members
- Two eminent educationists – Members
- Director SCERT – Member
- Two principals – Members
- Two teachers – Members
- One Assistant Director (Libraries) – Member
- Two professionals in Library Science – Members

- Representative of Finance Department – Member
- DDE (Library) – Member Secretary

Major function of this committee will be to advise the Directorate of Education on matters relating to selection of books and recruitment of staff. The Committee may be entrusted with the task of formulating the 'Book Purchase Policy' and to suggest academic and professional qualifications for different levels of Library personnel, and tender advice on other matters relating to development of school libraries.

#### F.2.6 **Organisation of Information**

One of the principle aims of a modern school library is to allow pupils to use the curriculum-related resources as part of their coursework. How these resources are organized and the extent to which students can have access to information about resources, as well as the resources themselves, will depend on the expertise of the school librarian in organizing both resources and information. The location of information with relevant indexing of

resources, either in the traditional card catalogue or by the use of data bases should be facilitated by the librarian. This implies that he should possess sufficient knowledge of curriculum.

#### F.2.6.1 **Cataloguing**

In whatever form the bibliographic information is stored, certain basic principles will have to be adhered to. The function of a catalogue in a school is not merely to produce a list of resources which can be used as a stock-check but should be seen as an educational tool and data base with which the users can ascertain the availability of items they require. The following five basic questions for the design of a database need to be considered:

- i) What is the general theme or topic?
- ii) Who is likely to use the information?
- iii) What kinds of questions will they ask?
- iv) What kind of information will they need?
- v) What should the information look like?

A standard code of cataloguing is required to be adopted to improve access to books.

#### F.2.6.2 **Classification**

Classification provides formal and orderly arrangements of documents on the shelves, which helps in locating and retrieving of materials in a library. In a true classified arrangement books on the same subject are automatically grouped on the shelves by their classification numbers. The purpose of classification is to bring related items together in a helpful sequence from general to specific.

There are a number of schemes of library classification, but the one which is popular and most suitable for a School Library is Dewey Decimal Classification (D.D.C.).

Presently, the collection of the school libraries in N.C.T. of Delhi is unclassified, as the Classification tool i.e. set of Classification Scheme is not made available to the School Libraries by authorities. It is suggested by the researcher that a set of Dewey

Decimal Classification should be made available in each and every school library. It is also suggested that the books purchased at central level i.e. at the Directorate level or Cluster level should be classified at the same level and the books should be sent to school libraries alongwith classification number written on the back of the title page in order to avoid duplication of labour in and cross classification.

F.2.7      **Library Cell and Delhi School Library Service System (DSLSS)**

To improve the quality of library service, it is essential to provide professionally qualified librarians at different levels. They should enjoy parity with teachers and officers of comparable level in the Directorate of Education in all matters including promotion avenues. A Library Cell, headed by a Deputy Director (Libraries) is required to be created in the Directorate of Education of G.N.C.T. of Delhi, under the nomenclature of Delhi School Library Service System (DSLSS). Various categories of professional staff under (DSLSS) may be proposed as under:



Deputy Director (Libraries)

Assistant Director (Libraries)

Senior Librarian

Librarian

Assistant Librarian

Library Assistant

Library Clerks

Library Attendants

The professional qualification, pay scales, positioning and number of post for these categories may be as under:

F.2.7.1.

**Deputy Director (Libraries)**

<b>Qualifications</b>	<b>Parity</b>	<b>Pay-Scale</b>	<b>Positioning &amp; number of the post</b>
M. Lib. Sc. or M.A./M. Com./ M. Sc. with B. Lib Sc. Desirable: Ph.D. degree.	Dy. Director of Education	3700-5000. (Revised 12,000-16,500)	Directorate of Education  One

F.2.7.2

**Assistant Director (Libraries)**

<b>Qualifications</b>	<b>Parity</b>	<b>Pay-Scale</b>	<b>Positioning &amp; number of the post</b>
M. Lib. Sc. or M.A./M. Com./ M. Sc. with B. Lib Sc. Desirable: M. Phil. degree.	Assistant Director of Education	3000-4500. Revised (10,000-15200)	Directorate of Education  Three (1 for 3 Districts)

F.2.7.3

**Senior Librarian**

<b>Qualifications</b>	<b>Parity</b>	<b>Pay-Scale</b>	<b>Positioning &amp; number of the post</b>
M. Lib. Sc. or M.A./M. Com./ M. Sc. with B. Lib Sc.	Vice- Principal of School	2000-3500. Revised (7,500-12,000)	Directorate of Education (1) & Sr. Sec.School (1 each)

F.2.7.4

**Librarian**

<b>Qualifications</b>	<b>Parity</b>	<b>Pay-Scale</b>	<b>Positioning &amp; number of the post</b>
M. Lib. Sc. or M.A./M. Com./ M. Sc. with B. Lib Sc.	Post Graduate Teacher (PGT)	1640-2900. Revised (6500-10,500)	Sec. School  (1 each)

F.2.7.5

**Assistant Librarian**

<b>Qualifications</b>	<b>Parity</b>	<b>Pay-Scale</b>	<b>Positioning &amp; number of the post</b>
Graduation and B. Lib Sc.	Trained Graduate Teacher (TGT)	1400-2300 Revised (5500-9000)	Directorate of Education (1) Cluster Library (1 each) Sec./Sr. Sec. School(1 each)

F.2.7.6

**Library Assistant**

<b>Qualifications</b>	<b>Parity</b>	<b>Pay-Scale</b>	<b>Positioning &amp; number of the post</b>
Sr. Secondary with Diploma in Lib. Science.	Asstt. Teacher	1200-2040 Revised (4500-7000)	Directorate of Education  (1)

F.2.7.7

**Library Clerk**

<b>Qualifications</b>	<b>Parity</b>	<b>Pay- scale</b>	<b>Positioning &amp; number of the post</b>
Sr. Secondary with C. Lib. Sc.	Clerk	950-1500 Revised 3050-4590	Directorate of Education (1) Cluster Library (1 each) Sec./Sr. Sec. School (1 each)

F.2.7.8

**Library Attendant**

<b>Qualifications</b>	<b>Parity</b>	<b>Pay-Scale</b>	<b>Positioning &amp; number of the post</b>
Secondary with C. Lib. Sc.	Between Clerk & Peon	800-1150 Revised (2650-4000)	Directorate of Education (2) Cluster Library (3 each) Sec./Sr. Sec. School (1 each)

F.2.8

**Core Staff for different levels**

It is suggested that the following staff should be provided at different levels:

1. **Library Cell & D.S.L.S.S.** -
  - 1 Deputy Director (Library)
  - + 3 Asstt. Directors (Library)
  - + 1 Senior Librarian
  - + 1 Library Asstt.
  - + 1 Library Clerk

- + 2 Library Attendants
- 2. **Cluster Library** - 1 Senior librarian
  - + 1 librarian
  - + 1 Assistant Librarian
  - + 3 Library Attendant.
- 3. **Sr. Secondary School Library** - 1 Senior Librarian
  - + 1 Assistant Librarian
  - +1 Library Clerk
  - + 1 Library Attendant.
- 4. **Secondary School Library** - 1 Librarian
  - + 1 Assistant Librarian
  - + 1 Library Attendant.

Additional staff may be provided at different levels as per the norms and guidelines to be framed by the Library Advisory Committee from time to time based on need and requirement.

Whatever the paper qualifications school librarians may possess, they should possess skills to identify the user needs, teach information skills, manage the school library, and to make use of new technology within the library and within the school as a whole. Emphasis should be laid on the development of qualities like adaptability, political awareness, and ability to present self to staff, flexibility of mind, maturity, as well as knowledge of current developments in librarianship and in education. He/she himself/herself should possess information skills, the ability for resource-based learning and the ability to undertake project work.

In order to attain this objective, there is need for Staff Development Programmes for library personnel. It is suggested that regular In-service training programmes and refresher courses should be organised for the professional development of school library staff. The existing staffs who possess diploma in library science should be required to acquire either B. Lib. Sc degree through correspondence or special In-service Education Courses of at least 3 months' duration be organised for them.

Library personnel should also be considered for staff awards on the times of such awards programmed for teachers.

F.2.10      **School Library and Information Service System**  
**(SLISS)**

The term 'System' has been defined as under:

"A combination of two or more sets, generally physically separated when in cooperation and such other assemblies, sub-assemblies and parts necessary to perform an operational function or functions/ A combination of several peaces of equipment integrated to perform a specific function; thus a fire control system may include a tracking radar, computer and gun." \*16

A system is, therefore, formed by combination of many related functions or functionaries that working in isolation in operational level, with a view to achieving a set of specific goals.

It is with this aim, a proposal for setting up a School Library & Information Service System (SLISS) has been presented here so as to enable school library of N.C.T. of Delhi to render effective services.

It is a fact that the concept of school library has undergone a change in consonance with the changes that have taken place in the concept of school curriculum, particularly in its transactional strategies. The emphasis in education has shifted from teaching to learning and from learning to independent thinking. This implies that the focus of education should not be mere transmission of information but development of learning and thinking skills. This will obviously necessitate change in our conception about school library from a place where books are borrowed and returned by the users to a place where the users are helped to gather information relating to the topic of their investigation. A school librarian will also be responsible for providing information services to teachers and students who might undertake investigatory projects, and assignments relating to their subjects of studies. Therefore, it would be in the fitness of



things if each school library is christened as an integral part of School Library and Information Service System (SLISS).

F.2.10.1

### **Objectives of SLISS**

1. To streamline and integrate functioning and governance of school libraries with the help of professional hands.
2. To ensure maximum resource sharing among school libraries.
3. To comprehend professional issues and their implications and to solve professional problems of libraries and librarians.

F.2.10.2

### **Levels of SLISS**

The SLISS should operate at the following levels:

1. School library and information service centre.
2. Cluster library and information service centre.

3. Zonal level.
4. District Level.
5. Headquarter level.

#### F.2.10.2.1 **School Library and Information Service Centre**

Since the library at school level is expected to function as an information centre also, therefore, the person who has to run the centre should be capable of providing professional support to the teachers and students in different subjects. He/She should be a Post Graduate in a school subject with a professional degree in library science. Alternatively, he/she should possess master degree in Library and Information Science. A school librarian should be assisted by a professionally trained person who may be called a library assistant. He/She must have completed a Certificate/Diploma course in library science.

#### F.2.10.2.2 **Cluster Library and Information Centre**

Through this research study the researcher has observed that the utilisation of library services in most of the schools is not

adequate. During the school hours very few students make use of available library services. Since the timings of the school library cannot be different from the timings of the school, therefore, teachers and students cannot avail of library services beyond school hours. Therefore, it would be better if a cluster of schools has a common library in addition to the libraries of independent set-up, and the students and teachers of the schools comprising the cluster have free access to the cluster library. The cluster library should remain open at least for 12 hours in a day. A cluster library will also provide an opportunity to children belonging to the poor and the disadvantaged sections of the society to study for a few hours in a proper environment, as most of them do not have proper arrangement for studies at home. Since each of these centres will cater to the needs of 10-15 secondary and senior secondary schools, it will require adequate manpower of appropriate levels. It is suggested that a Senior Librarian assisted by a School Librarian, and one Assistant, may head the cluster library.

#### F.2.10.2.3 **Zonal Level**

It has been observed that a school librarian is left to manage the school library entirely on his own without getting professional guidance or support from higher authorities. It is necessary that at the Zonal level there should be a technical person responsible for supervision of school and cluster libraries and for providing necessary professional support to the persons working in these centres. The officer may be designated as a Library Officer of the rank of an Education Officer.

#### F.2.10.2.4 **District Level**

In different educational districts there should be an Asstt. Director (Libraries) who should have the responsibility to supervise all the libraries in his District of Education.

At the headquarter there should be a branch dealing exclusively with libraries. The branch may be headed by a Deputy Director (Libraries) who should be assisted by 3 Assistant Directors. This branch should be responsible for the selection of reading material, classification and cataloguing of books and other materials purchased centrally.

There is need to develop a manual for the guidance of librarians. Besides general guidelines for effective management of SLISS, the manual should also include relevant circulars issued by concerned authorities from time to time. The role of different agencies/authorities in the development of school libraries should also be given in the manual.

It is hoped that the setting up of library cell, DSLSS, and the SLISS will result in providing better library services in school libraries together with optional utilization of available resources.

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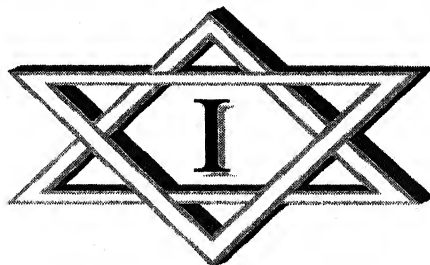
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# **ANNEXURES**

- Annexure-I** - (Questionnaire for School Librarians)
- Annexure-II** - (Questionnaire for School Students)
- Annexure-III** - (Questionnaire for School Teachers)
- Annexure-IV** - (List of Schools)

# **Annexure**



**(Questionnaire for School Librarians)**

Annexure – I

**LIBRARY AND INFORMATION SERVICES**

in

**SENIOR SECONDARY SCHOOLS: Problems & Prospects**

(Based on the study of Senior Secondary School in N.C.T. of

Delhi)

QUESTIONNAIRE – 1

(For School Librarians)

1. Name of the School .....
- .....
2. Distt. and Zone of the School .....
3. Whether the school is situated in Urban/Rural area .....
- .....
4. Total number of sections in the school .....
5. Total number of students in the school .....
6. Total number of Teachers in the school .....
7. Name of the Librarian .....
- 7a. Qualifications .....
- 7b. Scale of Pay .....
- 7c. Date of joining of service in Directorate of Education .....
- .....

- 7d. Date of joining of service as School Librarian .....
- 7e. Date of joining as a Librarian in the present school  
.....
- 7f. Total number of promotions attained till date:
- (i) One promotion .....
  - (ii) Two promotions .....
  - (iii) Three promotions .....
  - (iv) More then three promotions .....
  - (v) No promotion .....
8. Staff strength of the library .....
- 8a. Professional ..... 8b. Others .....
9. Annual Budget of the library .....
- 9a. For Books ..... 9b. For Textbooks .....
- 9c. For Journals ..... 9d. For Newspapers/ Magazines  
.....
10. How much amount of the library Budget was/is spent  
during the following years:
- During 1995-96 .....
- During 1996-97 .....
- During 1997-98 .....
- 10a. How much amount was/is spent from P.T.A. Funds of the  
school during the following years:

During 1995-96 .....

During 1996-97 .....

During 1997-98 .....

- 10b. How much amount is spent from Boys/Pupil funds during the following years:

During 1995-96 .....

During 1996-97 .....

During 1997-98 .....

11. How many of the followings are being subscribed in the library? Please specify their titles.

11a. Subject Journals .....  
.....

11b. Newspapers (In Hindi) .....  
.....

(In English) .....  
.....

(In any other language, if any) .....

11c. Magazines (in Hindi) .....  
.....

(In English) .....  
.....

(In any other language, if any) .....

12. What is the total number of library holdings?

.....

12a. Total Number of Books ..... (Reference books)

..... (Textbooks) ..... (Book Bank's

collection) ..... (Story books/ Comics)

.....

12b. Subject Journals .....

12c. Others (if any) .....

13. What is the total number of library users?

.....

(Students) ..... (Teachers) ..... (Others)

.....

14. Whether the library facility is opened for outsiders?

Yes / No

14a. If Yes, Please specify their status .....

.....

15. Please specify the policy of acquisition of reading materials  
in your library?

(i) Books received on approval .....

(ii) Books on recommendations by Teachers/ Principal

.....

(iii) Books selected through book reviews .....

(iv) approved lists of Directorate/Delhi Textbook Bureau

.....

(v) Any other (Please specify) .....

16. Are you satisfied with present policy of acquisition?

Yes / No

16a. If No, Please indicate your opinion

1. ....

2. ....

3. ....

17. Whether the school librarian has freedom to select the books/other materials for the purchase of the school library? Yes / No

18. Whether the library collection is classified? Yes / No

18a. If Yes, Please specifies the scheme of Classification being followed.

a. Colon classification .....

b. Dewey Decimal classification .....

c. Others .....

19. Whether the library collection is catalogued? Yes / No

19a. If Yes, Please specifies the Catalogue Code being followed.

a. AACR .....

b. Classified Catalogue Code .....

- c. Own Pattern .....
20. What system of Circulation is being followed?
- a. Brown .....
- b. Newark .....
- c. Register .....
- d. Slips .....
21. How many library books can be issued at a time to the followings:
- a. Students ..... Books for ..... days.
- b. Teachers ..... Books for ..... days.
- c. Others (if any) ..... Books for ..... days.
22. Whether you have Reading Room facility in the library for the readers? Yes / No
- 22a. If Yes, What is the seating capacity for readers in the library? Please specify.
- .....
- 22b. If No, Please specify how do you manage?
- .....
- .....
- .....
23. Are you satisfied with present available furniture in your school library? Yes / No



- 23a. Whether the library furniture available in your school is as per standards laid down by of Indian Standard Institute (ISI)?            Yes / No
24. Which system do you follow for your library collection?
- a. Open Access System .....
  - b. Close Access System .....
25. Which of the below mentioned services are offered by you?  
Please specify:
- a. Circulation .....
  - b. Reference/ Consultation .....
  - c. Inter-Library Loan .....
  - d. Documentation Services .....
  - e. Current Awareness Services .....
  - f. Any Other .....
26. How many information queries come to you in a month from the followings:
- i. Students .....
  - ii. Teachers .....
  - iii. Principal .....
  - iv. Any other (if any) .....

27. What steps you apply to inculcate reading habits among the students/ users? Please specify:

.....  
.....

28. Do you have classroom Library system in your school?

Yes / No

28a. If Yes, How it is managed? Please specify:

.....  
.....

29. Whether Physical stock verification of the library is arranged every year? Yes / No

29a. If No, Please specify the frequency of the same:

.....

30. Please state your policy in connection with loss of books.

a. Whether the librarian is made accountable for all the losses? Yes / No

b. Whether the school authorities compensate for the losses of the books? Yes / No

c. Whether the librarian is made accountable for limited number of losses? Yes/No

30a. If Yes, Please specify the formula

.....

31. State your policy in connection with weeding out of  
Obsolete/ Damaged books in your library.

.....

32. What kind of problems do you have in your day to day  
functioning of the library?

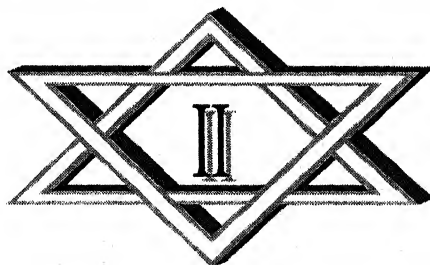
- a. with students:
- b. with teachers:
- c. with principal:
- d. with other staff:

33. Any other information/ suggestion that you wish to give for  
the improvement of the present position of school library.

.....

.....

# **Annexure**



**(Questionnaire for School Students)**

Annexure – II

**LIBRARY AND INFORMATION SERVICES**

in

**SENIOR SECONDARY SCHOOLS: Problems & Prospects**

(Based on the study of Senior Secondary School in N.C.T. of  
Delhi)

**QUESTIONNAIRE – 2**

(For students)

1. Name of the School .....
2. Name of the Student .....
3. Name of the Class .....
- Std. XI      Arts \ Commerce \ Science
- Std. XII      Arts \ Commerce \ Science
4. Do you like to visit your school Library?    Yes \ No
- 4.(a) If yes, how often do you visit to your school Library?
- Daily              \ Once a week              \ Rarely
5. Do you have sufficient time to visit your school Library?
- Yes \ No
- 5(a) If no, please specify the reasons from the followings:
- 5(a)1 No Library period is provided in the school Timetable.

- 5(a) 2    There is too much burden of class work.
- 5(a) 3    You are too busy with your Textbooks.
- 5(a) 4    You are over burdened with Examination and Tests.
- 5(a) 5    Any other reason, if any .....
6.    Do you feel that the Use of library may be increased, if the detrimental factors are eliminated?    Yes/ No
7.    Why do you visit your school Library? Please specify from the followings:
- 7.1    To spend the time of free Period.
- 7.2    To consult the Newspapers \ Magazines.
- 7.3    To do class work \ home work.
- 7.4    To consult books other than Textbooks, which are necessary to be consulted.
- 7.5    To read the Story books \ Novels \ Comics for recreation.
- 7.6    To complete your Assignment or Projects.
- 7.7    Any other purpose, if any .....
7.    Do you visit the school library to consult Books \ Journals other than Textbooks?    Yes \ No
- 7.1    If yes, please specify the names of the same.
- .....
- .....

8. Is there any contribution of your subject Teachers to initiate you in the use of school library?

Yes \ No

8.1 If yes, how do they initiate you? Please specify from the followings:

8.1.1 Give assignments for which you have to consult the school library.

8.1.2 Give Projects for which the school library is required.

8.1.3 Any other, if any .....

9. Do you participate in any publication of your school?

Yes \ No

9.1 If yes, do you use school library to write the article of your choice in the publication or for the Bulletin Board?

Yes \ No

9.2 If yes, which reference books do you use for your writing work from, your school library. Please specify from the followings:

9.2.1 Books of General Knowledge.

9.2.2 Books of Quotations.

9.2.3 Books of Sports.

9.2.4 Encyclopaedias.

9.2.5 Gazetteers \ Geographical Dictionaries.

9.2.6 Magazines\ Periodicals.

9.2.7 Newspapers.

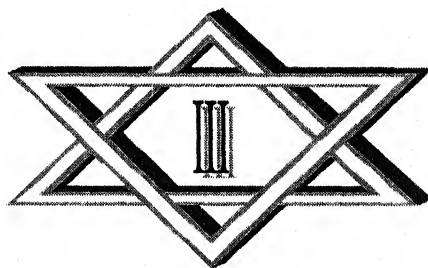
9.2.8 Yearbooks\ Almanacs.

10. Which reference Book do you like the most? Please specify  
the name of the same.

.....  
.....



# **Annexure**



**(Questionnaire for School Teachers)**

Annexure – III

**LIBRARY AND INFORMATION SERVICES**

in

**SENIOR SECONDARY SCHOOLS: Problems & Prospects**

(Based on the study of Senior Secondary School in N.C.T. of  
Delhi)

**QUESTIONNAIRE – 3**

(For Teachers)

1. Name of the School .....  
.....
2. Name of the Teacher .....
3. Designation .....
4. In which standard to you teach?  
Std. XI                      Science\    Commerce\ Arts  
Std. XII                     Science\    Commerce\ Arts
5. Please give the name of the subjects taught by you in the  
followings:  
  
In Std. XI .....  
In Std. XII .....
6. Do you visit your School Library?                      Yes\ No

6.1 If yes, how often do you visit your school Library?

Daily\ Once a week\ Rarely

6.2 If yes, what is your purpose to visit from the followings:

6.2.1 To spend the time of free period.

6.2.2 To consult the Newspapers\Magazines.

6.2.3 To borrow the Textbooks from the Library.

6.2.4 To consult the books other than Textbooks.

6.2.5 Any other purpose, if any .....

.....

7. Do you feel that use of Library broadens the vision and  
mental horizon of students all round? Yes\ No

7.1 If yes, how do you motivate students to use school library?

Please tick from the followings:

7.1.1 By giving them reading lists.

7.1.2 By giving them assignments, which require use of the  
Library.

7.1.3 By guiding them in there Project works.

7.1.4 By arranging Quiz Programmes in your subject.

7.1.5 By holding General knowledge tests.

7.1.6 By any other means, if any .....

.....

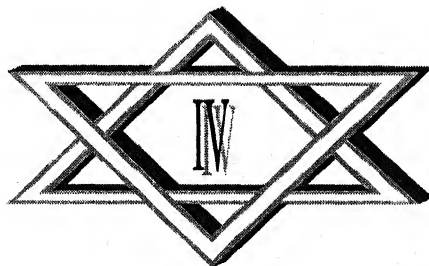
8. Do you find the books of your interest in your school Library? Yes\ No

9. Do you get the assistance of Library for your classroom teaching? Yes\No

9.1 If yes, please specify how? .....

.....

# **Annexure**



**(List of Schools)**

Annexure – IV

**List of Schools**

**District - East**

**(Zone – I)**

1. Sarvodaya Vidyala (Govt. Boys Comp.),  
Babu Ram, Bhola Nath Nagar, Shahdara, Delhi.
2. Sarvodaya Vidyala (Govt. Boys Comp.),  
Vivek Vihar, Delhi.
3. Sarvodaya Vidyala (Govt. Boys Comp.),  
Zhilmil Colony, Delhi.
4. Sarvodaya Vidyala (Govt. Boys Comp.),  
Kanti Nagar, Delhi.
5. Sarvodaya Vidyala (Govt. Boys Comp.),  
Raj Garh Colony, Delhi.
6. Sarvodaya Vidyala (Govt. Boys Comp.),  
Surajmal Vihar, Delhi.
7. Sarvodaya Vidyala (Govt. Boys Comp.),  
Kiran Vihar, Delhi.
8. Sarvodaya Vidyala (Govt. Boys Comp.),

- No. 1, Bhola Nath Nagar, Delhi.
9. Sarvodaya Vidyalaya (Govt. Boys Comp.),  
Anand Vihar, Delhi.
  10. Govt. Boys Sr. Sec. School,  
No. 3, Bhola Nath Nagar, Delhi.
  11. Govt. Boys Sr. Sec. School, Vishwas Nagar, Delhi.
  12. Sarvodaya Vidyalaya (Govt. Girls Comp.),  
No. 1, Bhola Nath Nagar, Delhi.
  13. Sarvodaya Vidyalaya (Govt. Girls Comp.),  
Vishwas Nagar, Shahdara, Delhi.
  14. Govt. Girls Sr. Sec. School No.2, Bhola Nath Nagar, Delhi.
  15. Govt. Girls Sr. Sec. School, Zhilmil Colony, Delhi.
  16. Govt. Girls Sr. Sec. School, Circular Road, Delhi.
  17. Govt. Girls Sr. Sec. School, Rajgarh Colony, Delhi.

**Aided Schools**

18. Jain Boys Sec. School, Gali Jain Mandir, Shahdara, Delhi.
19. S.D. Sr. Sec. School, Shahdara, Delhi.

20. Baijnath Arya Girls Sec. School, Anaj Mandi, Shahdara, Delhi.

- a. Nehru Adarsh Sr. Sec.School, Old Seelampur; Delhi.
- b. DAV Sr. Sec. School No.2, Shanker Nagar, Delhi.
- c. R A Geeta Sr. Sec. School, Shankar Nagar, Delhi.
- d. Rattan Devi Arya Girls School, Krishna Nagar, Delhi.

**District - East**

**(Zone – II)**

- 1. Sarvodaya Vidyalaya (Govt. Boys Comp.), Mandawali, Delhi.
- 2. Sarvodaya Vidyalaya (Govt. Boys Comp.), Patparganj, Delhi.
- 3. Sarvodaya Vidyalaya (Govt. Boys Comp.), Kalyanwas, Delhi.
- 4. Sarvodaya Vidyalaya (Govt. Boys Comp.),  
Shakarpur No. 2, Delhi.
- 5. Sarvodaya Vidyalaya (Govt. Boys Comp.),  
West Vinod Nagar, Delhi.
- 6. Sarvodaya Vidyalaya (Govt. Boys Comp.),  
Mayur Vihar Pkt. II, Phase I. Delhi.



7. Sarvodaya Vidyalaya (Govt. Boys Comp.),  
East Vinod Nagar, Delhi.
8. Govt. Boys Sr. Sec. School, Kalyan Puri, Delhi.
9. Govt. Boys Sr. Sec. School, Trilokpuri, Block 27, Delhi.
10. Govt. Boys Sr. Sec. School, Trilokpuri, Block 20, Delhi.
11. Govt. Boys Sr. Sec. School No.1, Shakarpur, Delhi.
12. Govt. Boys Sr. Sec. School, Khichripur, Delhi.
13. Govt. Boys Sr. Sec. School, Dallupura, Delhi.
14. Govt. Boys Sr. Sec. School, Kondli, Delhi.
15. Govt. Boys Sr. Sec. School,  
DDA Land, Pkt-B, Mayur Vihar, Phase-II, Delhi.
16. Govt. Boys Sr. Sec. School, Chilla Village, Delhi.
17. Sarvodaya Vidyalaya (Govt. Girls Comp.), Kalyanpur, Delhi.
18. Sarvodaya Vidyalaya (Govt. Girls Comp.), Mandawali,  
Delhi.
19. Sarvodaya Vidyalaya (Govt. Girls Comp.),

Trilokpuri, Block 27, Delhi.

20. Sarvodaya Vidyalaya (Govt. Girls Comp.),  
Trilokpuri, Block 20, Delhi.
21. Sarvodaya Vidyalaya (Govt. Girls Comp.), Kondli, Delhi.
22. Sarvodaya Vidyalaya (Govt. Girls Comp.), Dallupura, Delhi.
23. Sarvodaya Vidyalaya (Govt. Girls Comp.),  
East Vinod Nagar, Delhi.
24. Sarvodaya Vidyalaya (Govt. Girls Comp.),  
Pkt. B, DDA Land Mayur Vihar, Phase II, Delhi.
25. Govt. Girl's Sr. Sec. School No.1, Shakarpur, Delhi.
26. Govt. Girl's Sr. Sec. School, Patpar Ganj, Delhi.
27. Govt. Girl's Sr. Sec. School, West Vinod Nagar, Delhi.
28. Govt. Girl's Sr. Sec. School, Kalyan Vas, Delhi.
29. Govt. Girl's Sr. Sec. School, Pkt. II, Mayur Vihar, Phase I,  
Delhi.
30. Govt. Girl's Sr. Sec. School No. 2, Shakarpur, Delhi.
31. Govt. Girl's Sr. Sec. School,  
Pkt. IV, Mayur Vihar Phase I, Delhi.

32. Govt. Girl's Sr. Sec. School, Khichri pur, Delhi.

**District - East**

**(Zone - III)**

1. Sarvodaya Vidyalaya (Govt. Boys Comp.),  
Laxmi Nagar, Delhi.
2. Sarvodaya Vidyalaya (Govt. Boys Comp.),  
Rani Garden, Delhi.
3. Sarvodaya Vidyalaya (Govt. Boys Comp.),  
No. 1, Jheel Kurenja, Delhi.
4. Sarvodaya Vidyalaya (Govt. Boys Comp.),  
Kailash Nagar, Delhi.
5. Sarvodaya Vidyalaya (Govt. Boys Comp.),  
Kanti Nagar, Delhi.
6. Sarvodaya Vidyalaya (Govt. Boys Comp.),  
Rajgarh Colony, Delhi.
7. Sarvodaya Vidyalaya (Govt. Boys Comp.),  
Chander Nagar, Delhi.
8. Govt. Boys Sr. Sec. School No.2, Jheel Kurenja, Delhi.

9. Govt. Boys Sr. Sec. School, B-13, Geeta Colony, Delhi.
10. Govt. Boys Sr. Sec. School, Lalita Park, Delhi.
11. Govt. Boys Sr. Sec. School No.1, Gandhi Nagar, Delhi.
12. Govt. Boys Sr. Sec. School No.2, Gandhi Nagar, Delhi.
13. Govt. Boys Sr. Sec. School, Krishna Nagar, Delhi.
14. Sarvodaya Vidyalaya (Govt. Girls Comp.),  
B-13, Geeta Colony, Delhi.
15. Sarvodaya Vidyalaya (Govt. Girls Comp.),  
Chander Nagar, Delhi.
16. Sarvodaya Vidyalaya (Govt. Girls Comp.),  
Shankar Nagar, Delhi.
17. Sarvodaya Vidyalaya (Govt. Girls Comp.) No.1,  
Gandhi Nagar, Delhi.
18. Govt. Girls Sr. Sec. School, Laxmi Nagar, Delhi.
19. Govt. Girls Sr. Sec. School, Lalita Park, Delhi.
20. Govt. Girls Sr. Sec. School, Rani Garden, Delhi.
21. Govt. Girls Sr. Sec. School, Jheel Khurenja, Delhi.

22. Govt. Girls Sr. Sec. School, Kanti Nagar, Delhi.
23. Govt. Girls Sr. Sec. School, Kailash Nagar, Delhi.
24. Govt. Girls Sr. Sec. School No.2, Gandhi Nagar, Delhi.
25. Govt. Girls Sr. Sec. School No.3, Gandhi Nagar, Delhi.
26. Govt. Girls Sr. Sec. School, Krishna Nagar, Delhi.

**Govt. Aided School**

27. Alok Bharti School, Co-edn. Sec, Khureji Khas, Delhi.
28. DAV Sr. Sec. School No.1, Gandhi Nagar, Delhi.
29. DAV Sr. Sec. School No.2, Shankar Nagar, Delhi.
30. Nehru Adarsh Sr. Sec. School, East Old Seelampur, Delhi.
31. R.A. Geeta Sr. Sec. School, Shankar Nagar, Delhi.
32. Guru Nanak Girls Sr. Sec. School, Gandhi Nagar, Delhi.
33. Rattan Devi Girls Sr. Sec. School, Krishna Nagar, Delhi.

**District North - East**

**(Zone - IV)**

1. Sarvodaya Vidyalaya (Govt. Boys Comp.),  
B1-Block, Yamuna Vihar, Delhi.
2. Sarvodaya Vidyalaya (Govt. Boys Comp.),  
Khazoori Khas, Delhi.
3. Sarvodaya Vidyalaya (Govt. Boys Comp.),  
B2-Block, Yamuna Vihar, Delhi.
4. Govt. Boys Sr. Sec. School, Gokalpur Village, Shahdara,  
Delhi.
5. Govt. Boys Sr. Sec. School, Gokalpuri, Delhi.
6. Govt. Boys Sr. Sec. School No.1, Ghonda, Delhi.
7. Govt. Boys Sr. Sec. School No.2, Ghonda, Delhi.
8. Govt. Boys Sr. Sec. School No.2,  
C-Block, Yamuna Vihar, Delhi.
9. Govt. Boys Sr. Sec. School,  
No.1, C-Block, Yamuna Vihar, Delhi.
10. Govt. Boys Sr. Sec. School, Dayalpur Village, Delhi.

11. Govt. Boys Sr. Sec. School, Sabhapur, Delhi.
12. Govt. Boys Sr. Sec. School,  
Raghubar Dayal Janakalyan, Delhi.
13. Sarvodaya Vidyala (Govt. Girls Comp.),  
C-1 Block, Yamuna Vihar, Delhi.
14. Sarvodaya Vidyala (Govt. Girls Comp.),  
No.2, Ghonda, Delhi.
15. Sarvodaya Vidyala (Govt. Girls Comp.),  
Gokalpuri, Delhi.
16. Sarvodaya Vidyala (Govt. Girls Comp.),  
Khajoori Khas, Delhi.
17. Govt. Girls Sr. Sec. School,  
No.1, B-Block, Yamuna Vihar, Delhi.
18. Govt. Girls Sr. Sec. School, C-Block, Yamuna Vihar, Delhi.
19. Govt. Girls Sr. Sec. School No.1, Ghonda, Delhi.
20. Govt. Girls Sr. Sec. School, Dayalpur, Delhi.
21. Govt. Girls Sr. Sec. School,  
No.2, B-Block, Yamuna Vihar, Delhi.

**Govt. Aided School**

22. Alokpunj Co-ed. Sec. School, Karawal Nagar, Delhi.

**(Zone - V)**

1. Sarvodaya Vidyalaya Govt. Boys Comp.  
G.B. Gandhi Memorial, Shahdara, Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp.  
Gautam Puri, Delhi.
3. Sarvodaya Vidyalaya Govt. Boys Comp.  
Brahmpuri, Delhi.
4. Sarvodaya Vidyalaya Govt. Boys Comp. No. 1.  
New Seelampuri, Delhi.
5. Govt. Boys Sr. Sec. School, Sivaji Park, Shahdara, Delhi.
6. Govt. Boys Sr. Sec. School, G.T. Road, Shahdara, Delhi.
7. Govt. Boys Sr. Sec. School, Babarpur, Shahdara, Delhi.
8. Govt. Boys Sr. Sec. School, Jafrabad, Delhi.
9. Govt. Boys Sec. School No.2, New Seelampur, Delhi.



10. Govt. Boys Sec. School, West Jyoti Nagar, Delhi.
11. Govt. Boys Sec. School, Shastri Park, Delhi.
12. Sarvodaya Vidyalaya Govt. Girls Comp., Jafrabad, Delhi.
13. Sarvodaya Vidyalaya Govt. Girls Comp.  
Babarpur, Shahdara, Delhi.
14. Sarvodaya Vidyalaya Govt. Girls Comp No. 1,  
New Seelam Pur, Delhi.
15. Sarvodaya Vidyalaya Govt. Girls Comp., Shastri Park,  
Delhi.
16. Govt. Girls Sr. Sec. School, Shivaji Park, Shahdara, Delhi.
17. Govt. Girls Sr. Sec. School, Gautam Puri, Delhi.
18. Govt. Girls Sr. Sec. School, G.T. Road, Shahdara, Delhi.
19. Govt. Girls Sr. Sec. School No.2, New Seelam Pur,  
Delhi.
20. Govt. Girls Sr. Sec. School, Braham Puri, Delhi.
21. Govt. Girls Sec. School, West Jyoti Nagar, Delhi.

**Govt. Aided School**

22. Gandhi Harijan Sr. Sec. School, Brahmpuri, Delhi.
23. Arwachin Bharti Bhavan Sec. School, Balbir Nagar, Shahdara, Delhi.
24. Dr. Zakir Hussain Memorial Middle School, Jafrabad, Delhi.

**(Zone – VI)**

1. Sarvodaya Vidyalaya Govt. Boys Comp.,  
B Block, Nand Nagri, Sahdara, Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp.,  
Dilshad Garden, Shahdara, Delhi.
3. Sarvodaya Vidyalaya Govt. Boys Comp.,  
E-Block, Nand Nagri, Shahdara, Delhi.
4. Govt. Boys Sr. Sec. School, Janta Flats, Nand Nagri,  
Shahdara, Delhi.
5. Govt. Boys Sr. Sec. School, Mandoli, Shahdara, Delhi.
6. Govt. Boys Sr. Sec. School No.1, Mansarovar Park,  
Shahdara, Delhi.
7. Govt. Boys Sr. Sec. School No.2, Mansarovar Park,  
Shahdara, Delhi.
8. Govt. Boys Sr. Sec. School, E-Block, Nand Nagri,

- Shahdara, Delhi.
9. Govt. Boys Sr. Sec. School, D-Block, Nand Nagri,  
Shahdara, Delhi.
  10. Govt. Boys Sr. Sec. School, Seemapuri, Shahdara, Delhi.
  11. Govt. Boys Sec. School, Ashok Nagar, Mandoli,  
Shahdara, Delhi.
  12. Govt. Boys Sec. School, New Seemapuri, Shahdara, Delhi.
  13. Govt. Boys Sec. School, J&K Block, Dilshad Garden,  
Shahdara, Delhi.
  14. Govt. Boys Sr. Sec. School, East of Loni Road, Shahdara,  
Delhi.
  15. Sarvodaya Vidyalaya Govt. Girls Comp.,  
New Seemapuri, Shahdara, Delhi.
  16. Sarvodaya Vidyalaya Govt. Girls Comp.,  
Mandoli, Shahdara, Delhi.
  17. Sarvodaya Vidyalaya Govt. Girls Comp No.1.,  
Mansarovar Park, Shahdara, Delhi.
  18. Sarvodaya Vidyalaya Govt. Girls Comp.,  
Seemapuri, Shahdara, Delhi.

19. Sarvodaya Vidyalaya Govt. Girls Comp.,  
B-Block, Nand Nagri, Shahdara, Delhi.
20. Sarvodaya Vidyalaya Govt. Girls Comp.,  
J&K Block, Dilshad Garden, Shahdara, Delhi.
21. Sarvodaya Vidyalaya Govt. Girls Comp.,  
DDA Flats, East of Loni Road, Delhi.
22. Govt. Girls Sr. Sec. School, Dilshad Garden, Shahdara,  
Delhi.

**(Zone - VII)**

1. Sarvodaya Vidyalaya Govt. Boys Comp.,  
Majnu Ka Tilla, Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp.,  
Shaheed Avadh Bihari Ludlow Castle, Delhi.
3. Sarvodaya Vidyalaya Govt. Boys Comp.,  
Shaheed Amir Chand Ludlow Castle, Delhi.
4. Sarvodaya Vidyalaya Govt. Boys Comp.,  
Nehru Vihar, Delhi.
5. Sarvodaya Vidyalaya Govt. Boys Comp.,  
Jagat Pur, Delhi.

6. Sarvodaya Vidyalaya Govt. Boys Comp.,  
Shaheed Basant Kumar Biswas Civil Lines, Delhi.
7. Sarvodaya Vidyalaya Govt. Boys Comp.,  
Shaheed Bhai Balmukund Civil lines, Delhi.
8. Sarvodaya Vidyalaya Govt. Boys Comp.,  
Shankaracharya Marg, Delhi.
9. Sarvodaya Vidyalaya Govt. Boys Comp., Burari, Delhi.
10. Sarvodaya Vidyalaya Govt. Boys Comp.,  
Kedar Building, Subzi Mandi, Delhi.
11. Sarvodaya Vidyalaya Govt. Boys Comp No.3,  
Shakti Nagar, Delhi.
12. Sarvodaya Vidyalaya Govt. Boys Comp, Timar Pur, Delhi.
13. Sarvodaya Vidyalaya Govt. Boys Comp No.4,  
Roop Nagar, Delhi.
14. Sarvodaya Vidyalaya Govt. Boys Comp.,  
Gokhle Marg, Delhi.
15. Govt. Boys Sr. Sec. School, Roshnara Road, Delhi.
16. Govt. Boys Sr. Sec. School No.1, Roop Nagar, Delhi.

17. Govt. Boys Sr. Sec. School No.2, Roop Nagar, Delhi.
18. Govt. Boys Sr. Sec. School No.3, Roop Nagar, Delhi.
19. Govt. Boys Sr. Sec. School No.1, Shakti Nagar, Delhi.
20. Govt. Boys Sr. Sec. School No.2, Shakti Nagar, Delhi.
21. Govt. Boys Sr. Sec. School, Timar Pur, Delhi.
22. Govt. Boys Sr. Sec. School No.1, Mori Gate, Delhi.
23. Govt. Boys Sec. School (Adult) Shakti Nagar, Delhi.
24. Govt. Boys Sec. School, Nathu Pura, Delhi.
25. Govt. Girls Sr. Sec. School No.1, Shakti Nagar, Delhi.
26. Govt. Girls Sr. Sec. School No.2, Shakti Nagar, Delhi.
27. Govt. Girls Sr. Sec. School No.1, Roop Nagar, Delhi.
28. Govt. Girls Sr. Sec. School No.2, Roop Nagar, Delhi.
29. Govt. Girls Sr. Sec. School No.3, Roop Nagar, Delhi.
30. Govt. Girls Sr. Sec. School, Chabi Ganj, Kashmeri Gate, Delhi.

31. Govt. Girls Sr. Sec. School, Nicolson Road, Delhi.

**Govt. Aided Sr. Sec. School.**

32. R.B. Ram Roop Vidya Mandir, Shakti Nagar, Delhi.

33. Dhanpat Mal Virmani, Roop Nagar, Delhi.

34. Rawalpindi S.D. Sr. Sec. School, Subzimandi, Delhi.

35. S.S.L.T. Gujrati, Rajniwas Marg, Delhi.

36. United Christian, Rajniwas Marg, Delhi.

37. Bengali Boys Sr. Sec. School, Civil Lines, Delhi.

38. Birla Boys Sr. Sec. School, Kamla Nagar, Delhi.

39. S.M. Jain Sr. Sec. School, Kamla Nagar, Delhi.

40. Bhagwan Mahavir Sanskrit Mahavidyalaya, Shakti Nagar,  
Delhi.

41. Happy Co-ed. School, Kashmeri Gate, Delhi.

42. Guru Nanak Girls Sr. Sec. School, Singh Sabha Road  
Subzi Mandi, Delhi.

43. Butler Memorial Sr. Sec. School, Boulevard Road, Delhi.
44. B.M. Gange Sr. Sec. School, Rajniwas Marg, Delhi.
45. Beni Prasad Jaipuria Sr. Sec. School, Rajpur Road, Delhi.
46. Victoria Girls Sr. Sec. School, Rajpur Road, Delhi.
47. Birla Arya Girls Sr. Sec. School, Kamla Nagar, Delhi.
48. Queen Mary's Sr. Sec. School, Tees Hazari, Delhi.

**(Zone - VIII)**

1. Sarvodaya Vidyalaya Govt. Boys Comp., Gulabi Bagh, Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp., Qutab Road, Delhi.
3. Sarvodaya Vidyalaya Govt. Boys Comp., Bara Hindu Rao, Delhi.
4. Govt. Boys Sr. Sec. School, Sarai Rohilla, Delhi.
5. Govt. Boys Sr. Sec. School, Shastri Nagar, Delhi.
6. Govt. Boys Sr. Sec. School, Padam Nagar, Delhi.
7. Govt. Boys Sr. Sec. School, Tulsi Nagar, Delhi.



8. Govt. Boys Sec. School, Partap Nagar, Delhi.
9. Govt. Boys Sec. School, Bagh Kare Khan, Delhi.
10. Sarvodaya Vidyalaya Govt. Girls Comp., Gulabi Bagh, Delhi.
11. Sarvodaya Vidyalaya Govt. Girls Comp., Partap Nagar, Delhi.
12. Sarvodaya Vidyalaya Govt. Girls Comp., Sarai Rohilla, Delhi.
13. Sarvodaya Vidyalaya Govt. Girls Comp., Idgah Road, Delhi.
14. Sarvodaya Vidyalaya Govt. Girls Comp., Diwan Hall, Delhi.
15. Sarvodaya Vidyalaya Govt. Girls Comp., Padam Nagar, Delhi.
16. Sarvodaya Vidyalaya Govt. Girls Comp No. 2, Zeenat Mahal Lal Kuan, Delhi.
17. Govt. Girls Sec. School, Inder Lok, Delhi.
18. Govt. Girls Sec. School, Quresh Nagar, Delhi.

**Govt. Aided School**

19. Dau Dayal Arya Vedic, Naya Bans, Delhi.

20. Fateh Puri Muslim Sr. Sec. School, Delhi.
21. Jain Sanskrit Comm, Sr. Sec. School, Kucha Seth, Delhi.
22. L.N. Girdhari Lal S.S.S. Bagh Diwar Fateh Puri, Delhi.
23. Ramjas No.3, SSS, Kucha Natwan, Chandni Chowk, Delhi.
24. Hira Lal Jain Sr. Sec. School, Sadar Bazar, Delhi.
25. Jain Samopask Sr. Sec. School, Sadar Bazar, Delhi.
26. Quami Boys Sr. Sec. School, Shahi Idgah Road, Delhi.
27. Phool Chand Vaish S.S. School, Pahari Dhiraj, Delhi.
28. Pindi Gheb Khalsa Sr. Sec. School, Dori Walan,  
Guru Govind Singh Marg, Delhi.
29. DCM Boys Sr. Sec. School, Kishan Ganj, Delhi.
30. Shafiq Memo. Co-Edn. Sr. Sec. School, Bara Hindu Rao,  
Delhi.
31. Vidya Gyan Mandir Co-edn. Sr. Sec. School, Pahari Dhiraj,  
Delhi.

32. B.N. Rastogi Girls Sr. Sec. School, Bhagirath Palace, Chandni chowk, Delhi.
33. Gadidia SSS, Kucha Natwan, Chandni Chowk, Delhi.
34. L.N. Saraswati SSS, Katra Neel, Chandni Chowk, Delhi.
35. Laxmi Girls SSS, Kucha Chelan, Khari Baoli, Delhi.
36. S.G.T.B. Khalsa SSS, Sis Ganj, Chandni Chowk, Delhi.
37. L.D. Jain Sr. Sec. School, Pahari Dhiraj, Delhi.
38. Arya Girls Sr. Sec. School, Teliware, Delhi.
39. S.G.T.B. Girls Sr. Sec. School, Pulbangash, Delhi.
40. D.C.M. Girls, Se. Sec. School, Kishan Ganj, Delhi.
41. Bansidhar Memo. Sr. Sec. School, Pahari Dhiraj, Delhi.
42. Guru Nanak Khalsa Sr. Sec. School, Ahta Kedara, Bara Hindu Rao, Delhi.
43. Shaheed Udham Singh Co-edn. SSS, Shastri Nagar, Delhi.
44. Govind Ram Gurukul Sr. Sec. School, Rambagh, Old Rohtak Road, Delhi.

**(Zone IX)**

1. Sarvodaya Vidyala Govt. Boys Comp., C.C. Colony, New Delhi.
2. Sarvodaya Vidyala Govt. Boys Comp., B-Block, Shalimar Bagh, New Delhi.
3. Sarvodaya Vidyala Govt. Boys Comp., Dr. Mukherjee Nagar, New Delhi.
4. Sarvodaya Vidyala Govt. Boys Comp., New Police Lines, New Delhi.
5. Sarvodaya Vidyala Govt. Boys Comp., BT Block, Shalimar Bagh, New Delhi.
6. Govt. Boys Sr. Sec. School, BL Block, Shalimar Bagh, New Delhi.
7. Govt. Boys Sr. Sec. School, AP Block, Shalimar Bagh, New Delhi.
8. Govt. Boys Sr. Sec. School No. 1, Guru Teg Bahadur Nagar New Delhi.
9. Govt. Boys Sr. Sec. School, Dhakka Dhir, New Delhi.

10. Govt. Boys Sr. Sec. School No.1, Model Town, New Delhi.
11. Govt. Boys Sr. Sec. School No.2, Model Town, New Delhi.
12. Govt. Boys Sr. Sec. School, Rana Partap Bagh, New Delhi.
13. Govt. Boys Sr. Sec. School, Adarsh Nagar, New Delhi.
14. Govt. Boys Sec. School, Vijay Nagar, Delhi.
15. Govt. Boys Sec. School, Adarsh Nagar, New Delhi.
16. Govt. Boys Sec. School, BT Block, Shalimar Bagh, New Delhi.
17. Govt. Boys Sec. School, Gopal Park, Delhi.
18. Sarvodaya Vidyalaya Govt. Girls Comp.,  
Dhaka Dhir Pur, New Delhi.
19. Sarvodaya Vidyalaya Govt. Girls Comp No.1,  
Model Town, New Delhi.
20. Sarvodaya Vidyalaya Govt. Girls Comp No. 1,  
Guru Teg Bahadur Nagar, Delhi.
21. Sarvodaya Vidyalaya Govt. Girls Comp.,  
Rana Partap Bagh, New Delhi.

22. Sarvodaya Vidyalaya Govt. Girls Comp.,  
Vijay Nagar, Delhi.
23. Sarvodaya Vidyalaya Govt. Girls Comp.,  
BL Block, Shalimar Bagh, New Delhi.
24. Sarvodaya Vidyalaya Govt. Girls Comp.,  
Adarsh Nagar, New Delhi.
25. Govt. Girls Sr. Sec. School, B-Block, Shalimar Bagh, New  
Delhi.
26. Govt. Girls Sr. Sec. School, AP Block, Shalimar Bagh, New  
Delhi.
27. Govt. Girls Sr. Sec. School, Adarsh Nagar, New Delhi.
28. Govt. Girls Sec. School No.2, Model Town, New Delhi.

**Govt. Aided School**

29. Sant Nirankari Boys SSS, Nirankari Colony, New Delhi.
30. Sant Nirankari Girls SSS, Nirankari Colony, New Delhi.

**(Zone-X)**

1. Sarvodaya Vidyalaya Govt. Boys Comp., Bawana, Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp., Prahlad Pur, Delhi.

3. Sarvodaya Vidyalaya Govt. Boys Comp., Bankner, Delhi.
4. Sarvodaya Vidyalaya Govt. Boys Comp., Sannoth, Delhi.
5. Sarvodaya Vidyalaya Govt. Boys Comp., Tikri Khurd, Delhi.
6. Sarvodaya Vidyalaya Govt. Boys Comp., Bawana, Delhi.
7. Sarvodaya Vidyalaya Govt. Boys Comp., Nangal Thakran, Delhi.
8. Govt. Boys Sr. Sec. School, Pooth Khurd, Delhi.
9. Govt. Boys Sr. Sec. School, Badli, Delhi.
10. Govt. Boys Sr. Sec. School, Katewara, Delhi.
11. Govt. Boys Sr. Sec. School, A-Block, Jahangirpuri, Delhi.
12. Govt. Boys Sr. Sec. School, Narela, Delhi.
13. Govt. Boys Sr. Sec. School, D-Block, Jahangirpuri, Delhi.
14. Govt. Boys Sr. Sec. School, Alipur, Delhi.
15. Govt. Boys Sr. Sec. School, Khera Khurd, Delhi.
16. Govt. Boys Sr. Sec. School, Bhaktawarpur, Delhi.

17. Govt. Boys Sr. Sec. School No.2, Narela, Delhi.
18. Govt. Boys Sr. Sec. School, Singhu, Delhi.
19. Govt. Boys Sr. Sec. School, Bawana, Delhi.
20. Govt. Boys Sec. School, Palla Majra, Delhi.
21. Govt. Boys Sec. School, K-Block, Jahangirpuri, Delhi.
22. Govt. Boys Sec. School, Bhorgarh, Delhi.
23. Govt. Boys Sec. School, Mukhmail Pur, Delhi.
24. Govt. Boys Sec. School, Barwara Village, Delhi.
25. Govt. Boys Sec. School, Sahabad, Dairy, Delhi.
26. Sarvodaya Vidyalaya Govt. Girls Comp., Alipur, Delhi.
27. Sarvodaya Vidyalaya Govt. Girls Comp., Prahalad Pur, Delhi.
28. Sarvodaya Vidyalaya Govt. Girls Comp., Dariyapur Kalan, Delhi.
29. Sarvodaya Vidyalaya Govt. Girls Comp., Badli, Delhi.
30. Sarvodaya Vidyalaya Govt. Girls Comp., D-Block,



Jahangirpuri, Delhi.

31. Sarvodaya Vidyalaya Govt. Girls Comp No.1, Narela, Delhi.
32. Sarvodaya Vidyalaya Govt. Girls Comp No.2, Narela, Delhi.
33. Sarvodaya Vidyalaya Govt. Girls Comp., Alipur, Delhi.
34. Sarvodaya Vidyalaya Govt. Girls Comp., Khera Kalan, Delhi.
35. Sarvodaya Vidyalaya Govt. Girls Comp., Bhaktawarpur, Delhi.
36. Sarvodaya Vidyalaya Govt. Girls Comp., Khera Khurd, Delhi.
37. Sarvodaya Vidyalaya Govt. Girls Comp., Bawana, Delhi.
38. Sarvodaya Vidyalaya Govt. Girls Comp., Pooth Khurd, Delhi.
39. Sarvodaya Vidyalaya Govt. Girls Comp., Sannothe, Delhi.
40. Govt. Girls Sr. Sec. School, Samaipur, Delhi.
41. Govt. Girls Sr. Sec. School, Pooth Khurd, Delhi.
42. Govt. Girls Sr. Sec. School, Singhu, Delhi.

43. Govt. Girls Sr. Sec. School, A-Block, Jahangirpuri, Delhi.
44. Govt. Girls Sr. Sec. School, Banker, Delhi.
45. Govt. Girls Sec. School, D, Bharat Nagar, Delhi.
46. Govt. Girls Sec. School, K-Block, Jahangirpuri, Delhi.

**Govt. Aided School**

47. D.A.V. Sr. Sec. School, Samaipur Badli, Delhi.
48. B.S. Agricultural Sr. Sec. School, Khera Garhi, Delhi.
49. Adarsh Sr. Sec. School, Libaspur, Delhi.
50. St. John's Sec. School, Khera Khurd, Delhi.
51. Janta Sec. School, Ghogha, Delhi.

**(Zone-XI)**

1. Sarvodaya Vidyalaya Govt. Boys Comp No.1,  
Anandwas, New Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp No.1, Shakurpur,  
Delhi.

3. Sarvodaya Vidyalaya Govt. Boys Comp, Phase-I, Ashok Nagar, New Delhi.
4. Sarvodaya Vidyalaya Govt. Boys Comp, H-Block, Saraswati Vihar, New Delhi.
5. Sarvodaya Vidyalaya Govt. Boys Comp, Kailash Enclave, New Delhi.
6. Sarvodaya Vidyalaya Govt. Boys Comp, Sharda Niketan, New Delhi.
7. Sarvodaya Vidyalaya Govt. Boys Comp, GP Block, Pitampura, New Delhi.
8. Sarvodaya Vidyalaya Govt. Boys Comp, FU Block, Pitampura, New Delhi.
9. Govt. Boys Sr. Sec. School No.1, Keshavpuram, New Delhi.
10. Govt. Boys Sr. Sec. School No.2, Keshavpuram, New Delhi.
11. Govt. Boys Sr. Sec. School No.2, Shakurpur, New Delhi.
12. Govt. Boys Sr. Sec. School, Narang Colony, Trinagar, Delhi.
13. Govt. Boys Sr. Sec. School No.3, Shakurpur, New Delhi.

14. Govt. Boys Sr. Sec. School, Ashok Vihar D Block, New Delhi.
15. Govt. Boys Sr. Sec. School, Ashok Vihar Phase II, New Delhi.
16. Govt. Boys Sr. Sec. School, Rani Bagh, Delhi.
17. Govt. Boys Sr. Sec. School, SU Block, Pitampura, New Delhi.
18. Govt. Boys Sr. Sec. School, Rampura, Delhi.
19. Govt. Boys Sr. Sec. School, Bharat Nagar, Delhi.
20. Sarvodaya Vidyalaya Govt. Girls Comp., H-Block, Ashok Vihar, Phase-I, New Delhi.
21. Sarvodaya Vidyalaya Govt. Girls Comp. No.1, Keshavpuram, New Delhi.
22. Sarvodaya Vidyalaya Govt. Girls Comp. No.2, Keshavpuram, New Delhi.
23. Sarvodaya Vidyalaya Govt. Girls Comp. No.2, Shakurpur, New Delhi.
24. Sarvodaya Vidyalaya Govt. Girls Comp., Bharat Nagar, Delhi.

25. Sarvodaya Vidyalaya Govt. Girls Comp., Rampura, Delhi.
26. Sarvodaya Vidyalaya Govt. Girls Comp., A-Block,  
Keshav Puram Ganeshpura, New Delhi.
27. Sarvodaya Vidyalaya Govt. Girls Comp., JJ Colony,  
Wazirpur Village, Delhi.
28. Sarvodaya Vidyalaya Govt. Girls Comp., Narang Colony, Tri  
Nagar, Delhi.
29. Govt. Girls Sr. Sec. School, Tri Nagar, Delhi.
30. Govt. Girls Sr. Sec. School, Anandwas, Delhi.
31. Govt. Girls Sr. Sec. School No.1, Shakurpur, New Delhi.
32. Govt. Girls Sr. Sec. School, D-Block, Ashok Nagar, Delhi.
33. Govt. Girls Sr. Sec. School, SU Block, Pitampura, New  
Delhi.
34. Govt. Girls Sr. Sec. School, A-Block, Saraswati Vihar, New  
Delhi.
35. Govt. Girls Sr. Sec. School, Rani Bagh, Delhi.
36. Govt. Girls Sec. School, Sainik Vihar, New Delhi.

**(Zone-XII)**

1. Sarvodaya Vidyalaya Govt. Boys Comp., C-Block, Sultanpuri, Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp., KI Block, Mangolpuri, Delhi.
3. Govt. Boys Sr. Sec. School, Karala, Delhi.
4. Govt. Boys Sr. Sec. School, Mangolpuri, Delhi.
5. Govt. Boys Sr. Sec. School, Sultanpuri, Delhi.
6. Govt. Boys Sr. Sec. School, BC Block, Sultanpuri, Delhi.
7. Govt. Boys Sr. Sec. School, Pooth Kalan, Delhi.
8. Govt. Boys Sr. Sec. School, H-Block, Sultanpuri, Delhi.
9. Govt. Boys Sr. Sec. School, U-Block, Mangolpuri, Delhi.
10. Govt. Boys Sec. School, D-Block, Mangolpuri, Delhi.
11. Govt. Boys Sr. Sec. School, R-Block, Mangolpuri, Delhi.

12. Govt. Boys Sr. Sec. School, K-II Block, Mangolpuri, Delhi.
13. Govt. Boys Sr. Sec. School, Plot-II, Kamdhenu, Mangolpuri, Delhi.
14. Govt. Boys Sr. Sec. School, O Block, Mangolpuri, Delhi.
15. Govt. Boys Sr. Sec. School, Mangolpuri, Kalan, Delhi.
16. Sarvodaya Vidyalaya Govt. Girls Comp., H-Block, Mangolpuri, Delhi.
17. Sarvodaya Vidyalaya Govt. Girls Comp., D-Block, Kamdhenu, Mangolpuri, Delhi.
18. Sarvodaya Vidyalaya Govt. Girls Comp., Sultanpuri, Delhi.
19. Sarvodaya Vidyalaya Govt. Girls Comp., Pooth Kalan, Delhi.
20. Sarvodaya Vidyalaya Govt. Girls Comp., Karala, Delhi.
21. Sarvodaya Vidyalaya Govt. Girls Comp., H-Block, Sultanpuri, Delhi.
22. Sarvodaya Vidyalaya Govt. Girls Comp., U-Block, Mangolpuri, Delhi.
23. Sarvodaya Vidyalaya Govt. Girls Comp., O-Block, Mangolpuri, Delhi.

24. Govt. Girls Sr. Sec. School, Mangolpuri, Delhi.
25. Govt. Girls Sec. School, Mangaolpur Kalan, Delhi.
26. Govt. Girls Sec. School, R-Block, Mangolpuri, Delhi.
27. Govt. Girls Sec. School, BC-Block, Sultanpuri, Delhi.

**Govt. Aided School**

28. Geeta Sec. School, Sultanpuri, Delhi.
29. Shri Ram Rishi Mahavidhyalaya, Karala, Delhi.

**(Zone-XIII)**

1. Sarvodaya Vidyalaya Govt. Boys Comp., Chandpur Majra, Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp., Sec.3, Rohini, New Delhi.
3. Sarvodaya Vidyalaya Govt. Boys Comp., Ghevra, Delhi.
4. Sarvodaya Vidyalaya Govt. Boys Comp., Sec.6, Rohini, New Delhi.
5. Sarvodaya Vidyalaya Govt. Boys Comp., Sec.7, Rohini, New Delhi.



6. Sarvodaya Vidyalaya Govt. Boys Comp., Sec.2, Rohini, New Delhi.
7. Sarvodaya Vidyalaya Govt. Boys Comp., Sec.1, Rohini, New Delhi.
8. Sarvodaya Vidyalaya Govt. Boys Comp., Sec.16, Rohini, New Delhi.
9. Sarvodaya Vidyalaya Govt. Boys Comp., Nizam Pur, Delhi.
10. Sarvodaya Vidyalaya Govt. Boys Comp., Sec.9, Rohini, New Delhi.
11. Govt. Boys Sr. Sec. School, Sec.1, Avantika, Rohini, New Delhi.
12. Govt. Boys Sr. Sec. School, Auchandi, Delhi.
13. Govt. Boys Sr. Sec. School, Jaunti, Delhi.
14. Govt. Boys Sr. Sec. School, Sec. 8, Rohini, New Delhi.
15. Govt. Boys Sr. Sec. School, Parshant Vihar, New Delhi.
16. Govt. Boys Sec. School, Nithari, Delhi.
17. Govt. Boys Sec. School, Sec.2, Rohini, New Delhi.

18. Govt. Boys Sec. School No.2, Sec.1, Avantika Rohini, New Delhi.
19. Govt. Boys Sec. School, Mubarkpur Dabas, Delhi.
20. Sarvodaya Vidyalaya Govt. Girls Comp., Nithari, Delhi.
21. Govt. Boys Sec. School, Kanjhawala, Delhi.
22. Govt. Boys Sec. School, Rithala, Delhi.
23. Govt. Boys Sec. School, Sec.8, Rohini, New Delhi.
24. Govt. Boys Sec. School, Qutabgarh, Delhi.
25. Govt. Boys Sec. School, Rani Khara, Delhi.
26. Govt. Boys Sec. School No.1, Sec. 1, Avantika, Rohini, New Delhi.
27. Govt. Girls Sr. Sec. School, Jaunti, Delhi.
28. Govt. Girls Sec. School No.2, Sec.1, Avantika, Rohini, New Delhi.

**Govt. Aided School**

29. Haryana Shakti Sr. Sec. School, Kanjhawala, Delhi.

30. Harsh Gurukul Sanskrit Mahavidhyalaya, Tatesar, Jaunti, Delhi.

**(Zone – XIV)**

1. Sarvodaya Vidyalaya Govt. Boys Comp., Ranhola, Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp., Hiran Kudna, Delhi.
3. Sarvodaya Vidyalaya Govt. Boys Comp., Peera Garhi, Delhi.
4. Sarvodaya Vidyalaya Govt. Boys Comp., B-4, Paschim Vihar, New Delhi.
5. Sarvodaya Vidyalaya Govt. Boys Comp., Nilothi Village, Delhi.
6. Sarvodaya Vidyalaya Govt. Boys Comp., A-2, Paschim Vihar, New Delhi.
7. Sarvodaya Vidyalaya Govt. Boys Comp., New Multan Nagar, Delhi.
8. Govt. Boys Sr. Sec. School, Tikri Kalan, Delhi.
9. Govt. Boys Sr. Sec. School, S.P. Road, Nangloi, Delhi.
10. Govt. Boys Sr. Sec. School, Nangloi, Delhi.

11. Govt. Boys Sr. Sec. School, Mundka, Delhi.
12. Govt. Boys Sr. Sec. School, Amalwas, Delhi.
13. Govt. Boys Sr. Sec. School, J.J. Colony, Nangloi, Delhi.
14. Govt. Boys Sr. Sec. School, B-3, Paschim Vihar, New Delhi.
15. Govt. Boys Sec. School, Kavita Colony, Nangloi, Delhi.
16. Govt. Boys Sec. School, Bakkarwala, Delhi.
17. Govt. Boys Sec. School, A-6, Paschim Vihar, New Delhi.
18. Govt. Boys Sec. School, Ambika Vihar, Delhi.
19. Govt. Boys Sec. School, Baprola Peera Garhi Village, Delhi.
20. Govt. Boys Sec. School, Punjabi Basti Nangloi, Delhi.
21. Sarvodaya Vidyalaya Govt. Girls Comp., Nangloi, Delhi.
22. Sarvodaya Vidyalaya Govt. Girls Comp., S.P. Road, Nangloi, Delhi.
23. Sarvodaya Vidyalaya Govt. Girls Comp., Mundka, Delhi.
24. Sarvodaya Vidyalaya Govt. Girls Comp., Amalwas, Delhi.

25. Sarvodaya Vidyalaya Govt. Girls Comp., B-3, Paschim Vihar, New Delhi.
26. Sarvodaya Vidyalaya Govt. Girls Comp., Tikri Kalan, Delhi.
27. Govt. Girls Sr. Sec. School, J.J. Colony, Nangloi, Delhi.
28. Govt. Girls Sec. School, B-3, Paschim Vihar, New Delhi.

**Govt. Aided School**

29. Mahaveer Vidhyapeeth, Paschim Vihar, New Delhi.

**(Zone – XV)**

1. Sarvodaya Vidyalaya Govt. Boys Comp., Jaidev Park, Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp., Ashok Nagar, Delhi.
3. Sarvodaya Vidyalaya Govt. Boys Comp No.1, Subhash Nagar, Delhi.
4. Sarvodaya Vidyalaya Govt. Boys Comp., East Punjabi Bagh, Delhi.
5. Govt. Boys Sr. Sec. School, Rajouri Garden Main, New Delhi.

6. Govt. Boys Sr. Sec. School, Rajouri Garden extn., New Delhi.
7. Govt. Boys Sr. Sec. School No.1, Madipur, Delhi.
8. Govt. Boys Sr. Sec. School No.2, Punjabi Bagh, Delhi.
9. Govt. Boys Sr. Sec. School No.2, Madipur, Delhi.
10. Govt. Boys Sr. Sec. School No.1, Punjabi Bagh, Delhi.
11. Govt. Boys Sr. Sec. School No.1, Tagore Garden, New Delhi.
12. Govt. Boys Sr. Sec. School, Ashok Nagar, Delhi.
13. Govt. Boys Sec. School No.2, Subhash Nagar, Delhi.
14. Govt. Boys Sec. School No.2, Tagore Garden, New Delhi.
15. Govt. Boys Sec. School, Jaidev Park, Delhi.
16. Govt. Boys Sec. School, East Punjabi Bagh, Delhi.
17. Govt. Boys Sec. School, J.J. Colony, Raghubir Nagar, Delhi.
18. Sarvodaya Vidyalaya Govt. Girls Comp., Rajouri Garden Extn., New Delhi.

19. Sarvodaya Vidyalaya Govt. Girls Comp., Rajouri Garden Main, New Delhi.
20. Sarvodaya Vidyalaya Govt. Girls Comp. No.2, Punjabi Bagh, Delhi.
21. Sarvodaya Vidyalaya Govt. Girls Comp. No.2, Madi Pur, Delhi.
22. Sarvodaya Vidyalaya Govt. Girls Comp. No.2, Tagore Garden, New Delhi.
23. Govt. Girls Sr. Sec. School No.1, Tagore Garden, New Delhi.
24. Govt. Girls Sr. Sec. School No.1, Punjabi Bagh, Delhi.
25. Govt. Girls Sr. Sec. School No.1, Madipur, Delhi.
26. Govt. Girls Sr. Sec. School No.1, Subhash Nagar, Delhi.
27. Govt. Girls Sec. School, J.J. Colony, Raghubir Nagar, Delhi.

**Govt. Aided School**

28. Swami Shiva Nand Memorial Sec. School, Punjabi Bagh East, Delhi.
29. Sri Hanuman Sanskrit Vidhyala, Raghuvir Nagar, Delhi.

30. Kalgidhar Khalsa Co-edn., Sr. Sec. School, Subhash Nagar, Delhi.

**(Zone - XVI)**

1. Sarvodaya Vidyalaya Govt. Boys Comp. No.2, West Patel Nagar, New Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp. Ramesh Nagar, Delhi.
3. Sarvodaya Vidyalaya Govt. Boys Comp. Mansarovar Garden, New Delhi.
4. Govt. Boys Sr. Sec. School, Karampura, Delhi.
5. Govt. Boys Sr. Sec. School, Basai Darapur, Delhi.
6. Govt. Boys Sr. Sec. School No.1, West Patel Nagar, New Delhi.
7. Govt. Boys Sr. Sec. School No. 3, West Patel Nagar, New Delhi.
8. Govt. Boys Sr. Sec. School, Ranjit Nagar, New Delhi.
9. Govt. Boys Sr. Sec. School No.1, Moti Nagar, Delhi.
10. Govt. Boys Sr. Sec. School No.2, Moti Nagar, Delhi.



11. Govt. Boys Sec. School, Shadi Khampur, Delhi.
12. Govt. Boys Sec. School, Karampura Indus. area, Delhi.
13. Govt. Boys Sec. School, Prem Nagar, Delhi.
14. Sarvodaya Vidyalaya Govt. Girls comp. No.2, Moti Nagar, Delhi.
15. Sarvodaya Vidyalaya Govt. Girls comp., Basai Darapur, Delhi.
16. Sarvodaya Vidyalaya Govt. Girls comp. No.1, West Patel Nagar, New Delhi.
17. Sarvodaya Vidyalaya Govt. Girls comp., Ranjit Nagar, New Delhi.
18. Sarvodaya Vidyalaya Govt. Girls comp., Shadi Khampur, New Delhi.
19. Govt. Girls Sr. Sec. School, Karampura, Delhi.
20. Govt. Girls Sr. Sec. School No.2, West Patel Nagar, New Delhi.
21. Govt. Girls Sr. Sec. School, Kirti Nagar, New Delhi.

22. Govt. Girls Sr. Sec. School No.1, Moti Nagar, Delhi.
23. Govt. Girls Sr. Sec. School, Ramesh Nagar, Delhi.
24. Govt. Girls Sec. School, Karampura Ind. Area, Delhi.
25. Govt. Girls Sec. School No.3, West Patel Nagar, New Delhi.
26. Govt. Girls Sec. School, Prem Nagar, Delhi.

**Govt. Aided School**

27. Ramjas No.2, Sr. Sec School, Anand Parbat, Delhi.
28. S.D. Gujrati Sec. School, Kirti Nagar, Delhi.
29. Sri Moti Nath Sanskrit Vidyalaya, Ramesh Nagar, Delhi.
30. PGDAV Sr. Sec. School, West Patel Nagar, New Delhi.
31. Bhai Biba Singh Co-edn. Khalsa Sr. School, Moti Nagar, Delhi.
32. S.B. Mill Co-edn. Sr. Sec. School, Shivaji Marg, New Delhi.
33. Bhai Joga Singh Khalsa Girls Sr. School, East Patel Nagar, New Delhi.
34. S.D. Girl Sr. Sec. School, East Patel Nagar, New Delhi.

**(Zone – XVII)**

1. Sarvodaya Vidyalaya Govt. Boys Comp., Vikaspuri Distt. Centre, New Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp. No.2, Tilak Nagar, Delhi.
3. Sarvodaya Vidyalaya Govt. Boys Comp. No.1, Chand Nagar, Delhi.
4. Govt. Boys Sr. Sec. School, Hari Nagar, New Delhi.
5. Govt. Boys Sr. Sec. School No.1, Khyala, Delhi.
6. Govt. Boys Sr. Sec. School No.2, Khyala, Delhi.
7. Govt. Boys Sr. Sec. School No.1, Tilak Nagar, Delhi.
8. Govt. Boys Sr. Sec. School No.1, B-block, Janakpuri, New Delhi.
9. Govt. Boys Sr. Sec. School No.2, B-Block, Janakpuri, New Delhi
10. Govt. Boys Sr. Sec. School, Hari Nagar, New Delhi.

11. Govt. Boys Sec. School No.2, Chand Nagar, Delhi.
12. Govt. Boys Sec. School No.3, Tilak Nagar, Delhi.
13. Govt. Boys Sec. School, BE-Block, Hari Nagar, New Delhi.
14. Govt. Boys Sec. School, L-Block, Hari Nagar, New Delhi.
15. Sarvodaya Vidyalaya govt. Girls comp., Hari Nagar, New Delhi.
16. Sarvodaya Vidyalaya govt. Girls comp., Hari Nagar L Block, New Delhi.
17. Sarvodaya Vidyalaya govt. Girls comp. No.2, B Block, Janakpuri, New Delhi.
18. Sarvodaya Vidyalaya govt. Girls comp., Vikaspuri Distt. Centre, New Delhi.
19. Sarvodaya Vidyalaya govt. Girls comp. No.3, Tilak Nagar, Delhi.
20. Sarvodaya Vidyalaya govt. Girls comp., Chand Nagar, Delhi.
21. Sarvodaya Vidyalaya govt. Girls comp. No.2, Khayala, Delhi.

22. Sarvodaya Vidyalaya govt. Girls comp., BE Block, Hari Nagar, New Delhi.
23. Govt. Girls Sr. Sec. School, Ashok Nagar, Delhi.
24. Govt. Girls Sr. Sec. School No.1, Khyala, Delhi.
25. Govt. Girls Sr. Sec. School No.1, Tilak Nagar, Delhi.
26. Govt. Girls Sr. Sec. School No.2, Tilak Nagar, Delhi.
27. Govt. Girls Sr. Sec. School No.1, Block B, Janakpuri, New Delhi.
28. Govt. Girls Sec. School No.2, Chand Nagar, Delhi.

**Govt. Aided School**

29. Sukho Khalsa Co-edn. Sr. Sec. School, Jail Road Janakpuri, New Delhi.

**Zone - XVIII**

1. Sarvodaya Vidyalaya Govt. Boys Comp., Matiala, Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp., Vikas Puri, A Block, New Delhi.

3. Sarvodaya Vidyalaya Govt. Boys Comp., Possingpur B1, Janakpuri, New Delhi.
4. Sarvodaya Vidyalaya Govt. Boys Comp. No.2, Uttam Nagar, New Delhi.
5. Govt. Boys Sr. Sec. School No.2, Janakpuri, C Block, New Delhi.
6. Govt. Boys Sr. Sec. School No.1, Janakpuri, C Block, New Delhi.
7. Govt. Boys Sr. Sec. School No.1, Janakpuri, A Block, New Delhi.
8. Govt. Boys Sr. Sec. School No.1, Uttam Nagar, New Delhi.
9. Govt. Boys Sr. Sec. School, Kakrola, Delhi.
10. Govt. Boys Sr. Sec. School, G Block, Vikas Puri, New Delhi.
11. Govt. Boys Sec. School, 2<sup>nd</sup> shift, Hastal, New Delhi.
12. Govt. Boys Sec. School No.3, Uttam Nagar, New Delhi.
13. Govt. Boys Sec. School, B-Block, Vikas Puri, New Delhi.
14. Sarvodaya Vidyalaya Govt. Girls Comp., Janak Puri C Block, New Delhi.

15. Sarvodaya Vidyalaya Govt. Girls Comp., Janak Puri A Block, New Delhi.
16. Sarvodaya Vidyalaya Govt. Girls Comp., G Block, Vikas Puri, New Delhi.
17. Sarvodaya Vidyalaya Govt. Girls Comp., Kakrola, Delhi.
18. Sarvodaya Vidyalaya Govt. Girls Comp., Uttam Nagar, New Delhi.
19. Govt. Girls Sr. Sec. School No.2, Janak Puri C Block, New Delhi.
20. Govt. Girls Sr. Sec. School, Matiala, Delhi.
21. Govt. Girls Sr. Sec. School No.1, Uttam Nagar, New Delhi.
22. Govt. Girls Sec. School No.3, Uttam Nagar, New Delhi.
23. Govt. Girls Sec. School, 1<sup>st</sup> shift, Hastal, New Delhi.

**Govt. Aided School**

24. Kerala Sr. Sec. School, M Block, Vikas Puri, New Delhi.
25. Adarsh Co-edn. Middle School, Krishi Apt. Vikas Puri, New Delhi.
26. DTEA Sr. Sec. School, Janakpuri, New Delhi.

27. Andhra Edn. Society Sr. Sec. School, Janakpuri, New Delhi.
28. Rasthya Virjanand Kanya S.S. Vidyalaya, Vikaspuri, New Delhi.

**District South-West**

**(Zone - XIX)**

1. Sarvodaya Vidyalaya Govt. Boys Comp., Sec.12, R.K. Puram, New Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp. No.1, Sarojini Nagar, New Delhi.
3. Govt. Boys Sr. Sec. School, Laxmi Nagar, New Delhi.
4. Govt. Boys Sr. Sec. School No.2, Sarojini Nagar, New Delhi.
5. Govt. Boys Sr. Sec. School, No.3, Sarojini Nagar, New Delhi.
6. Govt. Boys Sr. Sec. School No.4, Sarojini Nagar, New Delhi.
7. Govt. Boys Sr. Sec. School No.5, Sarojini Nagar, New Delhi.
8. Govt. Boys Sr. Sec. School, Netaji Nagar, New Delhi.
9. Govt. Boys Sr. Sec. School, Sec.6, R.K. Puram, New Delhi.



10. Govt. Boys Sr. Sec. School, Moti Bagh, New Delhi.
11. Govt. Boys Sr. Sec. School, Sec.7, R.K. Puram, New Delhi.
12. Govt. Boys Sr. Sec. School, Moti Bagh II, New Delhi.
13. Govt. Boys Sr. Sec. School, Sec.2, R.K. Puram, New Delhi.
14. Govt. Boys Sr. Sec. School No.1, Sec.3, R.K. Puram, New Delhi.
15. Govt. Boys Sr. Sec. School No.2, Sec.3, R.K. Puram, New Delhi.
16. Govt. Boys Sec. School, Safdar Jung Enclave, New Delhi.
17. Govt. Boys Sec. School, Sec.5, R.K. Puram, New Delhi.
18. Sarvodaya Vidyalaya Govt. Girls Comp., Netaji Nagar, New Delhi.
19. Sarvodaya Vidyalaya Govt. Girls Comp., Sec.II, R.K. Puram, New Delhi.
20. Sarvodaya Vidyalaya Govt. Girls Comp., Nanak Pura, New Delhi.
21. Sarvodaya Vidyalaya Govt. Girls Comp., Sec. 7, R.K. Puram, New Delhi.

22. Sarvodaya Vidyalaya Govt. Girls Comp., Sec.6, R.K. Puram, New Delhi.
23. Sarvodaya Vidyalaya Govt. Girls Comp., Safdarjung Enclave, New Delhi.
24. Sarvodaya Vidyalaya Govt. Girls Comp., Moti Bagh, New Delhi.
25. Govt. Girls Sr. Sec. School, Laxmi Bai Nagar, New Delhi.
26. Govt. Girls Sr. Sec. School No.3, Sarojini Nagar, New Delhi.
27. Govt. Girls Sr. Sec. School No.2, Sec.5, R.K. Puram, New Delhi.
28. Govt. Girls Sr. Sec. School No.1, Sarojini Nagar, New Delhi.

**Govt. Aided School**

29. Kerala Edn. Society Middle School, Sec.8, R.K. Puram, New Delhi.
30. Telgu Middle School, Sec.2, R.K. Puram, New Delhi.
31. DTEA, Co-edn. Sr. Sec. School, Laxmi Bai Nagar, New Delhi.

32. Vinay Nagar Bengali Co-edn. Sr. Sec. School, Sarojini Nagar, New Delhi.
33. Khalsa Co-edn. Middle School, Moti Bagh, New Delhi.
34. DTEA Moti Bagh Co-edn. Sr. Sec. School, Moti Bagh, New Delhi.
35. Bidhan Chandra Sr. Sec. School, Moti Bagh, New Delhi.

**(Zone - XX)**

1. Sarvodaya Vidyalaya Govt. Boys Comp. No.1, Delhi Cantt., New Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp., Naraina, New Delhi.
3. Sarvodaya Vidyalaya Govt. Boys Comp., Mehmram Nagar, New Delhi.
4. Govt. Boys Sr. Sec. School No.2, Delhi Cantt., New Delhi.
5. Govt. Boys Sr. Sec. School, IARI, Pusa, New Delhi.
6. Govt. Boys Sr. Sec. School, Naraina, J.J. Camp. New Delhi.
7. Govt. Boys Sr. Sec. School No.1, Janak Puri D Block, New Delhi.

8. Sarvodaya Vidyalaya Govt. Girls Comp. No.1, Janakpuri, D Block, New Delhi.
9. Sarvodaya Vidyalaya Govt. Girls Comp., J.J. Camp, Naraina, New Delhi.
10. Sarvodaya Vidyalaya Govt. Girls Comp., Inderpuri, New Delhi.
11. Sarvodaya Vidyalaya Govt. Girls Comp., IARI Pusa, New Delhi.
12. Sarvodaya Vidyalaya Govt. Girls Comp., Delhi Cantt., New Delhi.
13. Govt. Girls Sr. Sec. School, Naraina, New Delhi.
14. Govt. Girls Sec. School, Delhi Cantt., New Delhi.
15. Govt. Girls Sec. School No.2, Janakpuri, D Block, New Delhi.

**Govt. Aided School**

16. Rajputana Rifles Hero Memorial Sr. Sec. School, Delhi Cantt., New Delhi.
17. Air Force Co. Edn. Sr. Sec. School, Palam, New Delhi.

18. S.D. Co. Edn. Sec. School, Delhi Cantt., New Delhi.
19. DAV Co. Edn. Sec. School, Sadar Bazar, Delhi Cantt., New Delhi.
20. Sr. Guru Nanak Khalsa Firls Sr. Sec. School, Sadar Bazar, Delhi Cantt., New Delhi.

**(Zone - XXI)**

1. Sarvodaya Vidyalaya Govt. Boys Comp. No.2, Palam Enclave, New Delhi.
2. Govt. Boys Sr. Sec. School, Ghitorni, Delhi.
3. Govt. Boys Sr. Sec. School, B-1, Vasant Kunj, New Delhi.
4. Govt. Boys Sr. Sec. School, Vijay Enclave, New Delhi.
5. Govt. Boys Sr. Sec. School, Palam Village Raj Nagar-I, New Delhi.
6. Sarvodaya Vidyalaya Govt. Girls Comp. No2, Palam Village, New Delhi.
7. Sarvodaya Vidyalaya Govt. Girls Comp. No.1, Sagarpur, New Delhi.

8. Sarvodaya Vidyalaya Govt. Girls Comp. No.2, Sagarpur, New Delhi.
9. Sarvodaya Vidyalaya Govt. Girls Comp. No.1, Palam Enclave, New Delhi.
10. Sarvodaya Vidyalaya Govt. Girls Comp., Ghitorni, Delhi.
11. Sarvodaya Vidyalaya Govt. Girls Comp., Raj Nagar-II, Palam Extn., New Delhi.
12. Sarvodaya Vidyalaya Govt. Girls Comp., Mahipalpur, New Delhi.
13. Sarvodaya Vidyalaya Govt. Girls Comp., Smalka, New Delhi.
14. Sarvodaya Vidyalaya Govt. Girls Comp., Rajokri, New Delhi.
15. Govt. Girls Sr. Sec. School No.3, Palam Enclave, New Delhi.
16. Govt. Girls Sec. School, Vijay Enclave, New Delhi.

**Govt. Aided School**

17. Vasant Gram Adarsh Sanskrit Vidyalaya, Vasant Vihar, New Delhi.
18. Vasant Gram, Vasant Vihar, New Delhi.

### **Zone - XXII**

1. Sarvodaya Vidyalaya Govt. Boys comp., Bijwasan, New Delhi.
2. Sarvodaya Vidyalaya Govt. Boys comp., Najafgarh, Delhi.
3. Sarvodaya Vidyalaya Govt. Boys comp., Surrera, Delhi.
4. Sarvodaya Vidyalaya Govt. Boys comp., Mundela Kalan, Delhi.
5. Sarvodaya Vidyalaya Govt. Boys comp., Pandwala Kalan, Delhi.
6. Sarvodaya Vidyalaya Govt. Boys comp., Daulat Pur, Delhi.
7. Sarvodaya Vidyalaya Govt. Boys comp., Shikar Pur, Delhi.
8. Govt. Boys Sr. Sec. School No.1, Najafgarh, Delhi.
9. Govt. Boys Sr. Sec. School No.2, Najafgarh, Delhi.
10. Govt. Boys Sr. Sec. School, Ghumanhera, Delhi.
11. Govt. Boys Sr. Sec. School, Jharoda Kalan, Delhi.

12. Govt. Boys Sr. Sec. School, Kair, Delhi.
13. Govt. Boys Sr. Sec. School, Ujwa, Delhi.
14. Govt. Boys Sr. Sec. School, Dhansa, Delhi.
15. Govt. Boys Sr. Sec. School, Dichaon Kalan, Delhi.
16. Govt. Boys Sr. Sec. School, Mitraon, Delhi.
17. Govt. Boys Sr. Sec. School, Shaha Bad Mohd. Pur, Delhi.
18. Govt. Boys Sr. Sec. School, Chhawala, Delhi.
19. Govt. Co-Edn. Sr. Sec. School, Najafgarh, Delhi.
20. Govt. Co-Edn. Sr. Sec. School, Pochanpur, Delhi.
21. Govt. Co-Edn. Sr. Sec. School, Kanganheri, Delhi.
22. Govt. Co-Edn. Sr. Sec. School, Rawta, Delhi.
23. Govt. Co-Edn. Sr. Sec. School, Jhatikara, Delhi.
24. Govt. Co-Edn. Sr. Sec. School, Khaira, Delhi.
25. Govt. Co-Edn. Sr. Sec. School, Paprawat, Delhi.
26. Govt. Co-Edn. Sr. Sec. School, Goela Khurd, Delhi.



27. Govt. Co-Edn. Sr. Sec. School, Issapur, Delhi.
28. Govt. Co-Edn. Sr. Sec. School, Jaffar Pur Kalan, Delhi.
29. Govt. Co-Edn. Sr. Sec. School, Khera Dabar, Delhi.
30. Govt. Co. Edn. Sec. School, Malik Pur, Delhi.
31. Govt. Co. Edn. Sec. School, Kazipur, P.O. Ujwa, Delhi.
32. Govt. Co. Edn. Sec. School, Nanak Heri, Delhi.
33. Govt. Co. Edn. Sec. School, Najafgarh, Delhi.
34. Sarvodaya Vidyalaya Govt. Girls Comp., Dhansa, Delhi.
35. Sarvodaya Vidyalaya Govt. Girls Comp., Kair, Delhi.
36. Sarvodaya Vidyalaya Govt. Girls Comp., Chhawala, Delhi.
37. Govt. Girls Sr. Sec. School, Bijwasan, Delhi.
38. Govt. Girls Sr. Sec. School, Shahbad, m Mohd. Pur, Delhi.
39. Govt. Girls Sr. Sec. School No.1, Najafgarh, Delhi.
40. Govt. Girls Sr. Sec. School, Jharoda Kalan, Delhi.
41. Govt. Girls Sr. Sec. School, Ghuman Hera, Delhi.

42. Govt. Girls Sr. Sec. School No.2, Najafgarh, Delhi.
43. Govt. Girls Sr. Sec. School, Ujwa, Delhi.
44. Govt. Girls Sr. Sec. School, Mitraon, Delhi.
45. Govt. Girls Sr. Sec. School, Dichaon Kalan, Delhi.
46. Govt. Girls Sec. School, Ghumanhera, Delhi.
47. Govt. Girls Sec. School, Pindwala khurd, Delhi.
48. Govt. Girls Sec. School No.3, Najafgarh, Delhi.
49. Govt. Girls Sec. School, Jharoda Kalan, Delhi.

**Zone - XXIII**

1. Sarvodaya Vidyalaya Govt. Boys Comp., Malviya Nagar Extn. New Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp., Chattarpur, New Delhi.
3. Sarvodaya Vidyalaya Govt. Boys Comp., Jonapur, New Delhi.
4. Sarvodaya Vidyalaya Govt. Boys Comp. No.1, Qutab, Mehrauli, New Delhi.

5. Sarvodaya Vidyalaya Govt. Boys Comp., Sec.IV, Dr. A. Nagar, New Delhi.
6. Govt. Boys Sr. Sec. School, M.B. Road, New Delhi.
7. Govt. Boys Sr. Sec. School No.1, Sec.IV, Dr. A. Nagar, New Delhi.
8. Govt. Boys Sr. Sec. School No.2, Sec. IV, Dr. A. Nagar, New Delhi.
9. Govt. Boys Sr. Sec. School, Malviya Nagar, New Delhi.
10. Govt. Boys Sr. Sec. School, Sec.V, Dr. A. Nagar, New Delhi.
11. Govt. Boys Sr. Sec. School, Chirag Delhi.
12. Govt. Boys Sr. Sec. School, Begampur, Delhi.
13. Govt. Boys Sr. Sec. School, Fatehpur Beri, Delhi.
14. Govt. Boys Sr. Sec. School No.2, Mehrauli, New Delhi.
15. Govt. Boys Sec. School No.1, Sec. V, Dr. Ambedkar Nagar, New Delhi.
16. Govt. Boys Sec. School, Sec. IV, Dr. Ambedkar Nagar, New Delhi.

17. Govt. Boys Sec. School, Deoli, Delhi.
18. Govt. Boys Sec. School No.2, Sec. 5, Dr. Ambedkar Nagar, New Delhi.
19. Govt. Boys Sec. School, Khanpur, New Delhi.
20. Govt. Boys Sec. School, Hauz Rani, New Delhi.
21. Govt. Boys Sec. School, Sec. IV, Dr. Ambedkar Nagar, New Delhi.
22. Govt. Boys Sec. School, Dera, New Delhi.
23. Govt. Boys Sec. School, Aya Nagar, New Delhi.
24. Govt. Boys Sec. School, Sec. IV, Pushp Vihar, New Delhi.
25. Govt. Boys Sec. School, Bhatti Mines, New Delhi.
26. Sarvodaya Vidyalaya Govt. Girls Comp., Begampur, New Delhi.
27. Sarvodaya Vidyalaya Govt. Girls Comp., Malviya Nagar Extn., New Delhi.
28. Sarvodaya Vidyalaya Govt. Girls Comp., Chirag Delhi.

29. Sarvodaya Vidyalaya Govt. Girls Comp., Mehrauli, New Delhi.
30. Sarvodaya Vidyalaya Govt. Girls Comp., Fatehpur Beri, New Delhi.
31. Sarvodaya Vidyalaya Govt. Girls Comp., M.B. Road, New Delhi.
32. Sarvodaya Vidyalaya Govt. Girls Comp., Hauz Rani, New Delhi.
33. Sarvodaya Vidyalaya Govt. Girls Comp., Deoli, New Delhi.
34. Govt. Girls Sr. Sec. School No.1, Sec. IV, Dr. A. Nagar, New Delhi.
35. Govt. Girls Sr. Sec. School No.2, Sec. IV, Dr. A. Nagar, New Delhi.
36. Govt. Girls Sr. Sec. School, M.B. Road, New Delhi.
37. Govt. Girls Sr. Sec. School No.1, Sec. IV, Dr. A. Nagar, New Delhi.
38. Govt. Girls Sr. Sec. School No.2, Sec. IV, Dr. A. Nagar, New Delhi.
39. Govt. Girls Sr. Sec. School, Malviya Nagar, New Delhi.

40. Govt. Girls Sr. Sec. School, Sec. V, Dr. A. Nagar, New Delhi.
41. Govt. Girls Sr. Sec. School, Chhatarpur, New Delhi.
42. Govt. Girls Sec. School, Sec. IV, Dr. A. Nagar, New Delhi.
43. Govt. Girls Sec. School, Sec. V, Dr. A. Nagar, New Delhi.
44. Govt. Girls Sec. School, Lado Sarai, New Delhi.

**Zone - XXIV**

1. Sarvodaya Vidyalaya Govt. Boys Comp., Srinivas Puri, New Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp. No.1, I.N.A. Colony, New Delhi.
3. Sarvodaya Vidyalaya Govt. Boys Comp., Aliganj, New Delhi.
4. Govt. Boys Sr. Sec. School, Jangpura, New Delhi.
5. Govt. Boys Sr. Sec. School, Hari Nagar Ashram, New Delhi.
6. Govt. Boys Sr. Sec. School No.1, Kidwai Nagar, New Delhi.
7. Govt. Boys Sr. Sec. School, A Block, Defence Colony, New Delhi.

8. Govt. Boys Sr. Sec. School, East of Kailash, New Delhi.
9. Govt. Boys Sr. Sec. School, Sadiq Nagar, New Delhi.
10. Govt. Boys Sr. Sec. School, Andrews Ganj, New Delhi.
11. Govt. Boys Sr. Sec. School No.1, Lodhi Road, New Delhi.
12. Govt. Boys Sr. Sec. School, No.2, Lodhi Road, New Delhi.
13. Govt. Boys Sr. Sec. School, Kidwai Nagar, New Delhi.
14. Govt. Boys Sec. School, Varun Marg, Defence Colony, New Delhi.
15. Govt. Boys Sec. School, Garhi, East of Kailash, New Delhi.
16. Sarvodaya Vidyalaya Govt. Girls Comp., Nari Nagar Ashram, New Delhi.
17. Govt. Boys Sec. School, Jangpura, New Delhi.
18. Govt. Boys Sec. School, C-Block, Defence Colony, New Delhi.
19. Govt. Boys Sec. School, Sadiq Nagar, New Delhi.
20. Govt. Boys Sec. School, East of Kailash II, New Delhi.

21. Govt. Boys Sec. School, Varun Marg, New Delhi.
22. Govt. Girls Sr. Sec. School No.1, Lodhi Road, New Delhi.
23. Govt. Girls Sr. Sec. School No.2, Kidwai Nagar, New Delhi.
24. Govt. Girls Sr. Sec. School, Srinivas Puri, New Delhi.
25. Govt. Girls Sr. Sec. School No.1, East of Kailash, New Delhi.
26. Govt. Girls Sr. Sec. School, Andrews Ganj, New Delhi.
27. Govt. Girls Sec. School, Bhogal Jangpura, New Delhi.

**Govt. Aided School**

28. DAV Sr. Sec. School, Jangpura, New Delhi.
29. GA Quetta DAV Sr. Sec. School, E. Nizamuddin, New Delhi.
30. Satyawati Sood Arya Girls Sr. Sec. School, E. Nizamuddin, New Delhi.
31. Chander Arya Vidya Mandir, C-Block, East of Kailash, New Delhi.
32. D.C. Arya Sr. Sec. School, Lodhi Road, New Delhi.
33. S.G.T.B. Khalsa Sr. Sec. School, Aliganj, New Delhi.



34. Dr. Ramesh Baboo Andhra Edn. Society, Lodhi Institutional Area, New Delhi.

**Zone - XXV**

1. Sarvodaya Vidyalaya Govt. Boys Comp. No.1, Lajpat Nagar, New Delhi.
2. Sarvodaya Vidyalaya Govt. Boys Comp., Noor Nagar, New Delhi.
3. Sarvodaya Vidyalaya Govt. Boys Comp., Chirag Enclave, New Delhi.
4. Sarvodaya Vidyalaya Govt. Boys Comp., Shahpur Jat, New Delhi.
5. Sarvodaya Vidyalaya Govt. Boys Comp., New Friends Colony, New Delhi.
6. Sarvodaya Vidyalaya Govt. Boys Comp., Madanpur Khadar, New Delhi.
7. Sarvodaya Vidyalaya Govt. Boys Comp., Tuglakabad Extn., Delhi.
8. Sarvodaya Vidyalaya Govt. Boys Comp. No.4, Lajpat Nagar, New Delhi.

9. Govt. Boys Sr. Sec. School, Molar Band, New Delhi.
10. Govt. Boys Sr. Sec. School No.2, Lajpat Nagar, New Delhi.
11. Govt. Boys Sr. Sec. School No.2, Kalkaji, New Delhi.
12. Govt. Boys Sr. Sec. School, G Block, Kalkaji, New Delhi.
13. Govt. Boys Sr. Sec. School, C.R. Park, New Delhi.
14. Govt. Boys Sr. Sec. School, Tuglakabad Village, New Delhi.
15. Govt. Boys Sr. Sec. School, Badarpur, New Delhi.
16. Govt. Boys Sr. Sec. School, DDA Flats, Kalkaji, New Delhi.
17. Govt. Boys Sr. Sec. School, Rly. Col., Tuglakabad, New Delhi.
18. Govt. Boys Sr. Sec. School, Lajpat Nagar, New Delhi.
19. Govt. Boys Sec. School, Masjid Moth, New Delhi.
20. Govt. Boys Sec. School, Tuglakabad Extn., New Delhi.
21. Govt. Boys Sec. School, Chirag Enclave, Part II, New Delhi.
22. Govt. Boys Sec. School, Madanpur Khadar, New Delhi.

23. Govt. Boys Sec. School, Badarpur, New Delhi.
24. Govt. Boys Sec. School, DDA Phase II Kalkaji, New Delhi.
25. Govt. Boys Sec. School, Molar Bandh, New Delhi.
26. Govt. Boys Sec. School, Tughlakabad Rly Colony, New Delhi.
27. Sarvodaya Vidyalaya Govt. Girls Comp. No.1, Kalkaji, New Delhi.
28. Sarvodaya Vidyalaya Govt. Girls Comp., C.R. Park, New Delhi.
29. Sarvodaya Vidyalaya Govt. Girls Comp., Rly Col, Tuglakabad, New Delhi.
30. Sarvodaya Vidyalaya Govt. Girls Comp., Green Park Extn., New Delhi.
31. Govt. Girls Sr. Sec. School, New Friends Colony, New Delhi.
32. Govt. Girls Sr. Sec. School No.1, Lajpat Nagar, New Delhi.
33. Govt. Girls Sr. Sec. School, Noor Nagar, New Delhi.
34. Govt. Girls Sr. Sec. School, Molar Band, New Delhi.

35. Govt. Girls Sr. Sec. School No.2, Kalkaji, New Delhi.
36. Govt. Girls Sr. Sec. School No.3, Kalkaji, New Delhi.
37. Govt. Girls Sr. Sec. School, Tuglakabad Village, New Delhi.
38. Govt. Girls Sr. Sec. School, DDA Flats Phase II, Kalkaji, New Delhi.
39. Govt. Girls Sr. Sec. School No.1, Badarpur, New Delhi.
40. Govt. Girls Sr. Sec. School, Masjid Moth, New Delhi.
41. Govt. Girls Sr. Sec. School, Shahpur Jat, New Delhi.
42. Govt. Girls Sec. School, DDA Flats Phase II, Kalkaji Molar Band, New Delhi.
43. Govt. Girls Sec. School, Rly Colony, Tuglakabad, New Delhi.
44. Govt. Girls Sec. School No.2, Badarpur, New Delhi.

**Govt. Aided School**

45. S.R.S.D. Sr. Sec. School, Lajpat Nagar, New Delhi.
46. Shri Guru Singh Sabha Sec. School, Lajpat Nagar, New Delhi.

47. Baijnath Boys Sec. School, Ishwar Nagar, New Delhi.
48. Raisina Bengali Sec. School, C-489, Chittranjan Park, New Delhi.
49. M.B. DAV Sr. Sec. School, Yusuf Sarai, New Delhi.
50. SES Baba Nebh Raj Sr. Sec. School, Lajpat Nagar, New Delhi.
51. Balwant Rai Mehta Co-edn. Vidya Bhawan, Lajpat Nagar, New Delhi.
52. S.G. Khalsa Sr. Sec. School, Lajpat Nagar, New Delhi.
53. Kasturba Balika Vidyalaya, Ishwar Nagar, New Delhi.
54. Jain Girls Sec. School, Green Park Extn., New Delhi.

**Zone - XXVI**

1. Sarvodaya Vidyalaya Govt. Co-edn. Comp., President Estate, New Delhi.
2. Sarvodaya Vidyalaya Govt. Co-edn. Comp., Kitchner Road, New Delhi.
3. Govt. Boys Sr. Sec. School, Pandara Road, New Delhi.

4. Sarvodaya Vidyalaya Govt. Girls Comp., Pandara Road, New Delhi.
5. Sarvodaya Vidyalaya Govt. Girls Comp., Jor Bagh, New Delhi.

**Govt. Aided School**

6. Raisina Bengali Sr. Sec. School, Mandir Marg, New Delhi.
7. Har Court Butler Sr. Sec. School, Mandir Marg, New Delhi.
8. Union Academy Sr. Sec. School, Raja Bazar, New Delhi.
9. DAV No. 2 Sec. School, Baird Road, Gole Market, New Delhi.
10. JPM Blind Sr. Sec. School, Lal Bahadur Shastri Marg, New Delhi.
11. P&T Sec. School, Atul Grove Road, New Delhi.
12. Air Force Sr. Sec. School, Race Course, New Delhi.
13. DTEA Co-edn. Sr. Sec. School, Mandir Marg, New Delhi.
14. Kerala Edn. Society Sr. Sec. School, Canning Road, New Delhi.

15. Delhi Kannada Co-edn. Sr. Sec. School, Lodhi Estate, New Delhi
16. DTEA Co-edn. Sr. Sec. School, Lodhi Estate, New Delhi.
17. Shyama Parshad Vidhyalaya, Lodhi Estate, New Delhi.
18. Lion Vidhya Mandir Co-edn. Sec. School, Kashmir House, New Delhi.
19. Vidhya Bhawan Co-edn. Sec. School, Lodhi Estate, New Delhi.
20. Dayanand Model Sr. Sec. School, Mandir Marg, New Delhi.
21. R.M. Arya Girls Sr. Sec. School, Raja Bazar, New Delhi.
22. SGHK Sr. Sec. School, Bangla Sahib, Ashok Road, New Delhi.
23. Khrist Raja School, Ashok Palace, New Delhi.
24. Lady Irwin Sr. Sec. School, Canning Road, New Delhi.

**Zone - XXVII**

1. Sarvodaya Vidyalaya Govt. Boys Comp., Rouse Avenue, New Delhi.

2. Sarvodaya Vidyalaya Govt. Boys Comp., Jamma Masjid No.1, Delhi.
3. Govt. Boys Sr. Sec. School, Pataudi House, Daryaganj, New Delhi.
4. Govt. Boys Sr. Sec. School, Zeenat Mahal, Kamla Market, Delhi.
5. Govt. Boys Sr. Sec. School, Mata Sundri Road, New Delhi.
6. Govt. Boys Sr. Sec. School No.2, Jamma Masjid, Delhi.
7. Govt. Boys Sec. School, Bela Road, New Delhi.
8. Govt. Boys Sec. School, Matia Mahal, Delhi.
9. Sarvodaya Vidyalaya Govt. Girls Comp., Zeenat Mahal, Kamla Market, Delhi.
10. Sarvodaya Vidyalaya Govt. Girls Comp., Mata Sundri Road, New Delhi.
11. Sarvodaya Vidyalaya Govt. Girls Comp., Dayanand Road, Delhi.
12. Sarvodaya Vidyalaya Govt. Girls Comp. No.2, Jama Masjid, Delhi.



13. Govt. Girls Sr. Sec. School No.1, Ram Nagar, Delhi.
14. Govt. Girls Sr. Sec. School No.2, Ram Nagar, Delhi.
15. Govt. Girls Sr. Sec. School, Pataudi House, Darya Ganj, Delhi.
16. Govt. Girls Sr. Sec. School, Bulbuli Khana, Delhi.
17. Govt. Girls Sr. Sec. School, Haveli Azam Khan, Delhi.
18. Govt. Girls Sr. Sec. School, Panama Bldg., Jama Masjid, Delhi.
19. Govt. Girls Sr. Sec. School No.1, J. Masjid, Delhi.
20. Govt. Girls Sr. Sec. School, Chasma Bldg., Delhi.

**Govt. Aided School**

21. Marwari Sr. Sec. School, Nai Sarak, Delhi.
22. Shri Mahavir Jain Sr. Sec. School, Nai Sarak, Delhi.
23. Rohtagi A.V.H.S. Sr. School, Chowk Raiji, Delhi.
24. Shri Ram Dal Sanskrit Mahavidhyalaya, Dariba Chandni Chowk, Delhi.

25. Ramjas No.6, Sec. School, Baradari, Ballimaran, Delhi.
26. DAV Sr. Sec. School, Daryaganj, Delhi.
27. ASVJ Sr. Sec. School, Daryaganj, Delhi.
28. Commercial Sr. Sec. School, 24, Daryaganj, Delhi.
29. ARSD Sr. Sec. School, Ajmeri Gate, Delhi.
30. Anglo Arabic Sr. Sec. School, Ajmeri Gate, Delhi.
31. Sant Nirankari Sr. Sec. School, Paharganj, Delhi.
32. St. Anthony Sec. School, Paharganj, Delhi.
33. Samant Bhadra Sanskrit Mahavidyalaya, Daryaganj, Delhi.
34. B.R. Sanskrit Ved Vedant Vidyalaya, Rajghat, New Delhi.
35. Mazhar UI Islam Sec. School, Farash Khana, Delhi.
36. Andhra Edu. Society Co-edn. Sr. Sec. School, Rouse Avenue, New Delhi.
37. Arya Samaj Girls Sr. Sec. School, Chawri Bazar, Delhi.
38. Jain Sr. Sec. School, Dharmapura, Delhi.

39. Inderprastha Hindu Sr. Sec. School, Jama Masjid, Delhi.
40. B.D. Arya Girls Sr. Sec. School, Sita Ram Bazar, Delhi.
41. Nav Shakti Sr. Sec. School, 11 Rouse Avenue, New Delhi.
42. Francis Girls Sr. Sec. School, 17, Daryaganj, New Delhi.
43. S.S. Khalsa Girls Sr. Sec. School, Daryaganj, New Delhi.
44. Ramjas Girls Sr. Sec. School, Daryaganj, New Delhi.
45. Hakim Ajmal Khan, G.S. School, Daryaganj, New Delhi.
46. Nav Shakti Vidhya Mandir Sr. Sec. School, Pahar Ganj, New Delhi.
47. St. Anthony Girls Sr. Sec. School, Paharganj, New Delhi.
48. S.D. Harminder Sr. Sec. School, Nabi Karim, Delhi.

**Zone - XXVIII**

1. Sarvodaya, Vidyalaya Govt. Boys Comp., Paharganj, New Delhi.
2. Sarvodaya, Vidyalaya Govt. Boys Comp., Jhandewalan, Plot No. 6, New delhi.

3. Sarvodaya, Vidyalaya Govt. Boys Comp., New Rajendra Nagar, New Delhi.
4. Govt. Boys Sr. Sec. School, Plot 1, Link Road, Karol Bagh, New Delhi.
5. Govt. Boys Sr. Sec. School, Prasad Nagar, New Delhi.
6. Govt. Boys Sr. Sec. School, New Rohtak Road, Delhi.
7. Govt. Boys Sr. Sec. School, Dev Nagar, Delhi.
8. Govt. Boys Sec. School, Rani Jhansi Road, Delhi.
9. Govt. Boys Sec. School, East Park Road, Delhi.
10. Govt. Boys Sec. School, Dev Nagar, Delhi.
11. Sarvodaya Vidyalaya Govt. Girls Comp., Aram Bagh Lane, Delhi.
12. Sarvodaya Vidyalaya Govt. Girls Comp., Old Rajendra Nagar, Delhi.
13. Sarvodaya Vidyalaya Govt. Girls Comp., Prasad Nagar, Karol Bagh, New Delhi.
14. Govt. Girls Sr. Sec. School, Pahar Ganj, New Delhi.
15. Govt. Girls Sr. Sec. School, Dev Nagar, Delhi.

16. Govt. Girls Sr. Sec. School, New Rohtak Road, Delhi.
17. Govt. Girls Sec. School, Link Road, Karol Bagh, New Delhi.
18. Govt. Girls Sec. School, East Park Road, New Delhi.

**Govt. Aided School**

19. C.L. Bhalla DAV Sr. Sec. School, Jhandewalan, New Delhi.
20. DAV Sr. Sec. School, Chittra Gupta Road, Delhi.
21. Ramjas No.4, Sr. Sec. School, Chitra Gupta Road, Delhi.
22. Baba Sahib Ambedkar Sec. School, Rani Jhansi Road, Delhi.
23. SGTB Boys Sr. Sec. School, Dev Nagar, Delhi.
24. Ramjas No.5, Sr. Sec. School, Karol Bagh, New Delhi.
25. Salwan Boys Sr. Sec. School, Rajinder Nagar, Delhi.
26. G.D. Soni Sr. Sec. School, Pusa Road, Delhi.
27. Multan DAV Sec. School, Old Rajinder Nagar, Delhi.
28. D.I. Khan Sr. Sec. School, New Rajinder Nagar, Delhi.
29. Bapu Adarsh Vidyalaya, New Rajinder Nagar, Delhi.

30. Andhra Edn. Society Sec. School, Paharganj, Delhi.
31. Nutan Marathi Sr. Sec. School, Paharganj, Delhi.
32. DTEA Co-edn. Sr. Sec. School, Pusa Road, Delhi.
33. S. Akalibaba Phoola Singh Co-edn. Sec. School, Rajinder Nagar, Delhi.
34. JVSD Sr. Sec. School, D-2, Link Road, Jhandewalan, Delhi.
35. Khalsa Girls Sr. Sec. School, Chunamandi, Paharganj, Delhi.
36. Nav Hind Girls S.S. School, New Rohtak Road, Delhi.
37. Rai Kedar Nath LM Girls Sr. Sec. School, Karol Bagh, New Delhi.
38. SGTB Khalsa Girls SS School, Dev Nagar, Delhi.
39. Satbharwan Girls Sr. Sec. School, Arya Samaj Road, Karol Bagh New Delhi.
40. Salwan Girls Sr. Sec. School, Rajinder Nagar, New Delhi.
41. Vidhya Bhawan Girls Sr. Sec. School, New Rajinder Nagar, New Delhi.

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